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Nebraska HSTW Site Development Workshop:

Developing a School Improvement Plan

Ivy C. Alford

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Site Development Workshop Objectives

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- Awareness and understanding of goals and key practices
- Determine status of school and classroom practices
- Prioritize actions for closing the knowing and doing gap
- Establish a team structure for planning and managing the implementation of the *HSTW* framework

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Actions for Closing the Knowing and Doing Gap

- Why – Before – How
- Knowing comes from doing
- Actions count more than plans
- There is no doing without mistakes
- Measure what matters
- What leaders do matters

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Workshop Format

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- Introduce Key Practices
  - Why?
  - Discuss key indicators
  - Determine status of school practices
  - Actions taken by successful schools
  - Agree on actions to implement
- Work as leadership team

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Work Harder to Get Smarter:

We need to change our thinking and our language from an ability model to an effort model.

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HSTW Achievement Goals

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- **Increase to 85 percent the percentages of high school students who meet the *HSTW* reading, mathematics and science performance goals and the readiness goals for college and careers.**
- **Increase the percentages of *all* high school students who perform at the proficient level to at least 50 percent in reading, mathematics and science, as measured by the NAEP-referenced *HSTW* Assessment.**
- **Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.**

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HSTW Implementation Goals

- **Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two.**

- **Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.**

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HSTW Transition Goals

- **Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.**
- **Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.**

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HSTW Key Practices

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- Using Data for Continuous Improvement
- Challenging Program of Study
- Challenging Career/Technical Studies
- Work-based Learning
- High Expectations
- Challenging Academic Studies
- Active Engagement
- Teachers Working Together
- Guidance and Advisement
- Extra Help and Transitions

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HSTW Key Conditions

- A clear, functional mission statement
- Strong leadership
- Plan for continuous improvement
- Qualified teachers
- Commitment to goals
- Flexible scheduling
- Support for professional development

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Why Develop Leadership Teams?

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- Teachers spend too little time talking about their work.
- Leadership teams carry on if a leader leaves and sustains the effort.
- Communication improves.
- Teams come up with better ideas; work and responsibility are shared:
  - A facilitator
  - A recorder
  - A timekeeper
  - A scribe
  - A presenter

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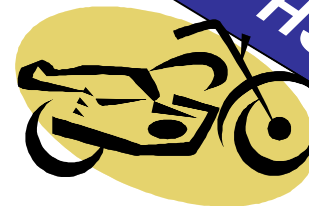
Teams Work Best



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How Many Do You Remember?

- Take one minute to work independently to list all the items on the preceding slide (hint: there were 25)

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Teams Work Better

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- Now work together in table teams to see if your table can come up with all 25.
- I have a prize for any table that does!

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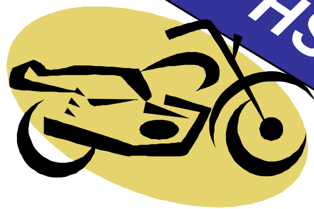
Teams Work Best



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Most-improved and Non- Improved Schools

- Comparison of two sets of schools using 2004 and 2006 data
- Similar ethnicity
- Similar sizes
- Similar locations – Urban, Suburban, Rural
- Similar parent education
- Different progress in implementation and achievement

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Distribution of Students by Ethnicity and Parents' Education at Most Improved and Non-Improved High Schools

	Most Improved Schools		Non-improved Schools	
	2004	2006	2004	2006
African-American	16	17	27	29
White	71	68	62	58
Other Minorities	13	15	12	14
Parent Completed some college	61	63	63	63

Source: 2004 & 2006 *HSTW* Assessment

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- The "100 most improved sites" are sites that improved in at least 2 of the 3 subject areas significantly (p<=.1) from 2004 to 2006. They tested at least 50 students in both years and had no obvious changes in demographic characteristics of the students tested in both years.
- The comparative 100 sites had no improvement in any of the 3 subject areas and they tested at least 50 students in both years and had no obvious changes in demographic characteristics of the students tested in both years.

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Average Gains in Achievement between 2004 and 2006 at Most Improved and Non-improved High Schools

	Non-improved School Gains	Most Improved School Gains
All Students	+-	+-
Reading	- 11	+ 15
Mathematics	- 8	+ 12
Science	- 12	+ 15

Source: 2004 & 2006 *HSTW* Assessment

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Key Questions

- Why do students at most improved schools make greater gains in achievement than students at non-improved schools?
- Do African-American students and poor students make the same gain in achievement as do majority students and students whose parents went beyond high school?

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If everyone believes:

Great high schools act on the belief that all students can learn at a high level.

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Average Gains in Achievement between 2004 and 2006 at Most Improved and Non-improved High Schools

	Non-improved School Gains +-	Most Improved School Gains +-
Reading		
All Students	- 11	+ 15
African-American	- 12	+ 16
White	- 10	+ 13
Students whose parents did not go beyond HS	- 11	+ 14
Students whose parents did go beyond HS	-11	+ 14

Source: 2004 & 2006 *HSTW* Assessment

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Average Gains in Achievement between 2004 and 2006 at Most Improved and Non-improved High Schools

	Non-improved School Gains +-	Most Improved School Gains +-
Mathematics		
All Students	- 8	+ 12
African-American	- 9	+ 13
White	- 6	+ 11
Students whose parents did not go beyond HS	- 7	+ 11
Students whose parents did go beyond HS	- 8	+ 12

Source: 2004 & 2006 *HSTW* Assessment

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Average Gains in Achievement between 2004 and 2006 at Most Improved and Non-improved High Schools

	Non-improved School Gains +-	Most Improved School Gains +-
Science		
All Students	- 12	+ 15
African-American	- 12	+ 19
White	- 10	+ 15
Students whose parents did not go beyond HS	- 11	+ 17
Students whose parents did go beyond HS	- 12	+ 16

Source: 2004 & 2006 *HSTW* Assessment

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Key Question

Why do students at most-improved schools make greater gains in achievement than students at non-improved schools?

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Key Practice: Continuous Improvement

Use student achievement and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

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Why is using data for continuous improvement important?

- Know where you are-where you need to be
- Inspire change
- Measure progress
- Link achievement with changes in classroom practices
- Celebrate accomplishments

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Foundation for Continuous Improvement

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- Establish a consensus about the need to change (assess)
- Set interim targets to close the gap between current and desired practices (plan)
- Engage and support faculty to reach the targets (do)
- Assess progress in terms of targeted goals (evaluate)
- Celebrate successes frequently
- Repeat the cycle

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Teachers Report Intensive School Improvement:

	Top 50	All Sites
Goals are clear	80%	40%
Teachers maintain a demanding and supportive environment	71%	34%
Principals stress the need to teach all students to the same high standards (monthly)	60%	33%
Teachers continue to learn and seek out new ideas	74%	42%
Teachers/administrators work as a team	78%	37%
Teachers use data to evaluate school and classroom practices	51%	25%

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Take five minutes to complete the climate for continuous improvement checklist as a team.

Page 10 of Planner

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How are performance and practices measured?

- State Assessments
- Teacher Assessments
- Course Failure (ninth-grade)
- ACT/SAT Results
- Attendance Rates
- Graduation Rates
- Certification Exam Results
- Post-Secondary Readiness
- Assessing Readiness Practice

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How are performance and practices measured?

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- Instructional Review
- Staff Experience Chart
- Remedial Studies Reports
- Follow-up studies
- Drop-out exit reports
- Master Schedule
- Focus Group Interviews
- Graduate Feedback
- Assessing Practice

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How Schools Measure the Depth of *HSTW* Implementation

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The *HSTW* Assessment:

- NAEP – referenced assessment in Reading, Mathematics and Science
- Student survey of school and classroom practices
- Student transcript analysis
- Faculty Survey

Annual Report
Technical Assistance Visit
Assessing Practice

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Continuous Improvement: Specific Actions Page 11-12

Describe how you will organize an overall school improvement team and five focus teams

1. How will you select a team leader?
2. How will you select team members and what content areas will be represented on each team?
3. How will you establish expectations for each team?

Which teams will analyze gaps in:

- Achievement to standards
- Enrollment in advanced academics
- Classroom expectations
- Readiness for grade 9
- Postsecondary study/career

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Organizing Teams for Continuous Planning and Implementation

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Five Focus Teams (included in overall school improvement team):

1. Curriculum leadership team
2. Professional development leadership team
3. Guidance and public information leadership team
4. Transitions leadership team
5. Evaluation leadership team

See Pages 11 and 12 in the Planner

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Key Practice:
Program of Study

Have students complete a challenging program of study with an upgraded academic core and a concentration.

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Completing a Challenging Program of Study Matters

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A Challenging Program of Study:

- Is the best predictor of achievement
- Gives focus
- Prepares students for the next step
- Makes high school count

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HSTW Recommended Academic Core for All Students

- **Four credits in college-prep/honors English**
  - **Students read 8-10 books a year**
  - **Students write weekly**
  - **Students complete at least one major research paper**
- **Four mathematics credits – Algebra I, geometry, Algebra II and above**
- **Three lab-based science credits at the college-prep level; four credits with a block schedule**
- **Three credits of social studies; four credits with a block schedule**
- **Mathematics and Science in the Senior Year**

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Recommended Concentrations

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- **Mathematics and science concentration** – four credits in each field, with at least one at the Advanced Placement level
- **Humanities concentration** – four credits each in college-prep level language arts and social studies, with at least one at the college level and four additional credits from foreign language, fine arts, journalism, debate, music, etc.
- **Career/technical concentration** – four credits in a planned sequence of courses within a broad career field – pre-engineering, health/medical science, etc.

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Take 5 minutes to complete the pre-learning concept check on a *Rigorous Curriculum.*

Take 3 minutes to discuss answers in table groups.

Pages 13-14

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Recommended Core and Higher Achievement

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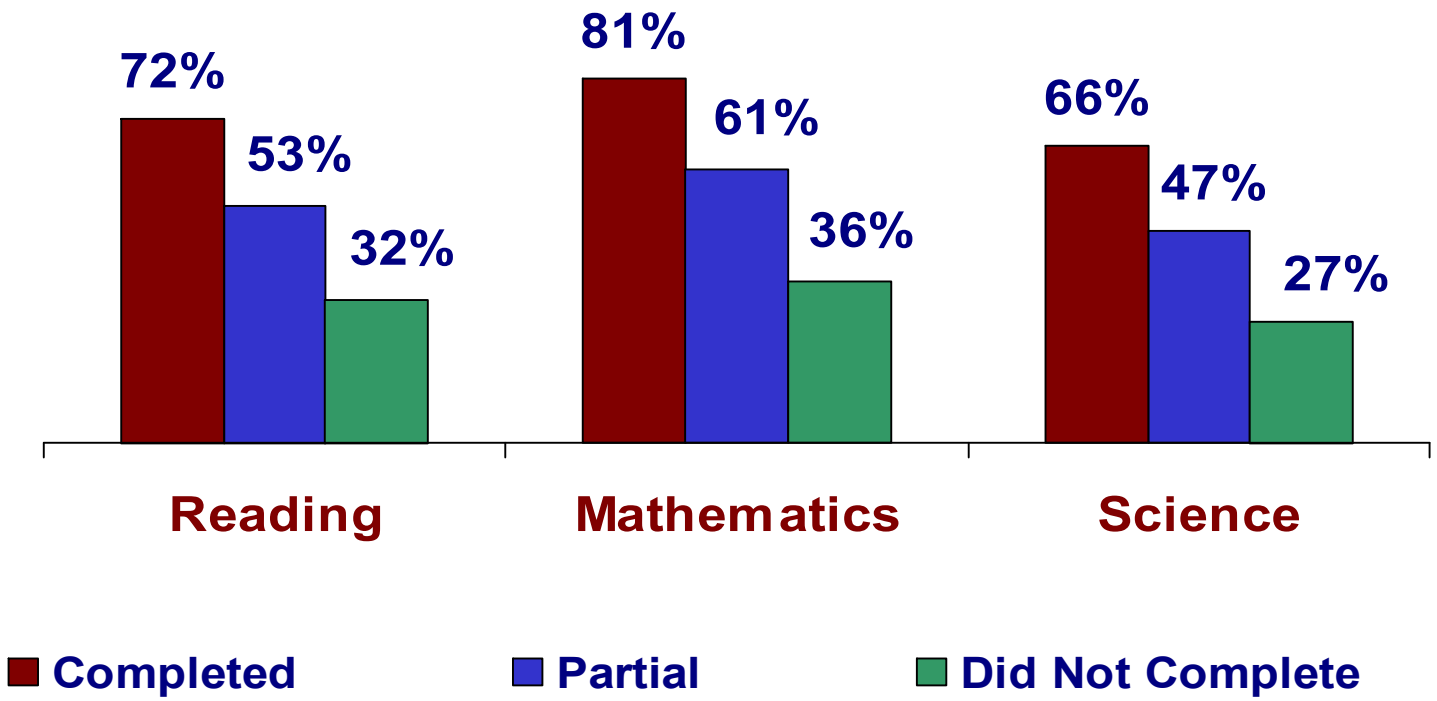

Source: 2006 *HSTW* Assessment and Student Survey

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Gains/Declines in Percentages of Students Completing the *HSTW*-Recommended Curriculum

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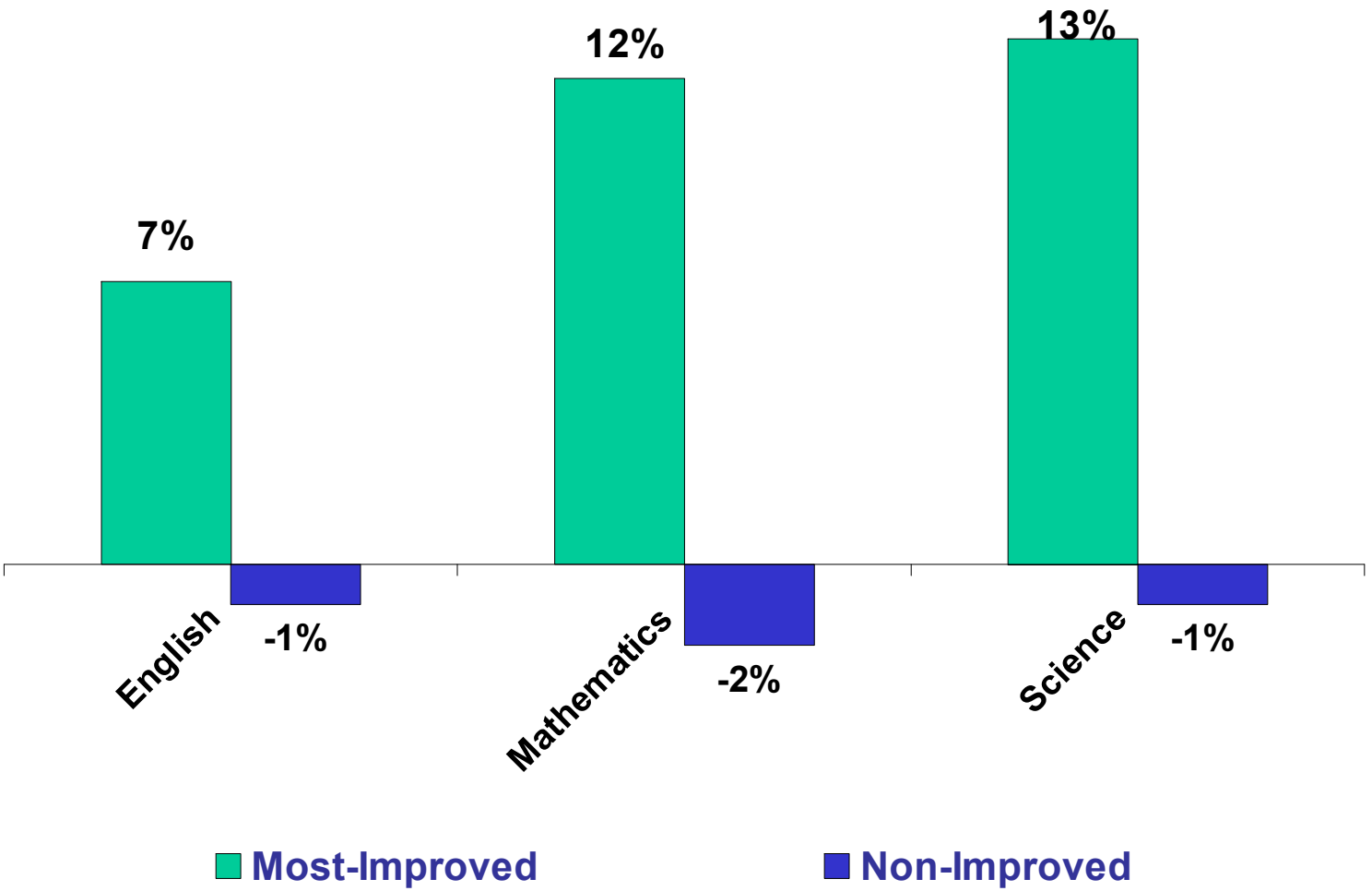

Source: 2004 *HSTW* Assessment

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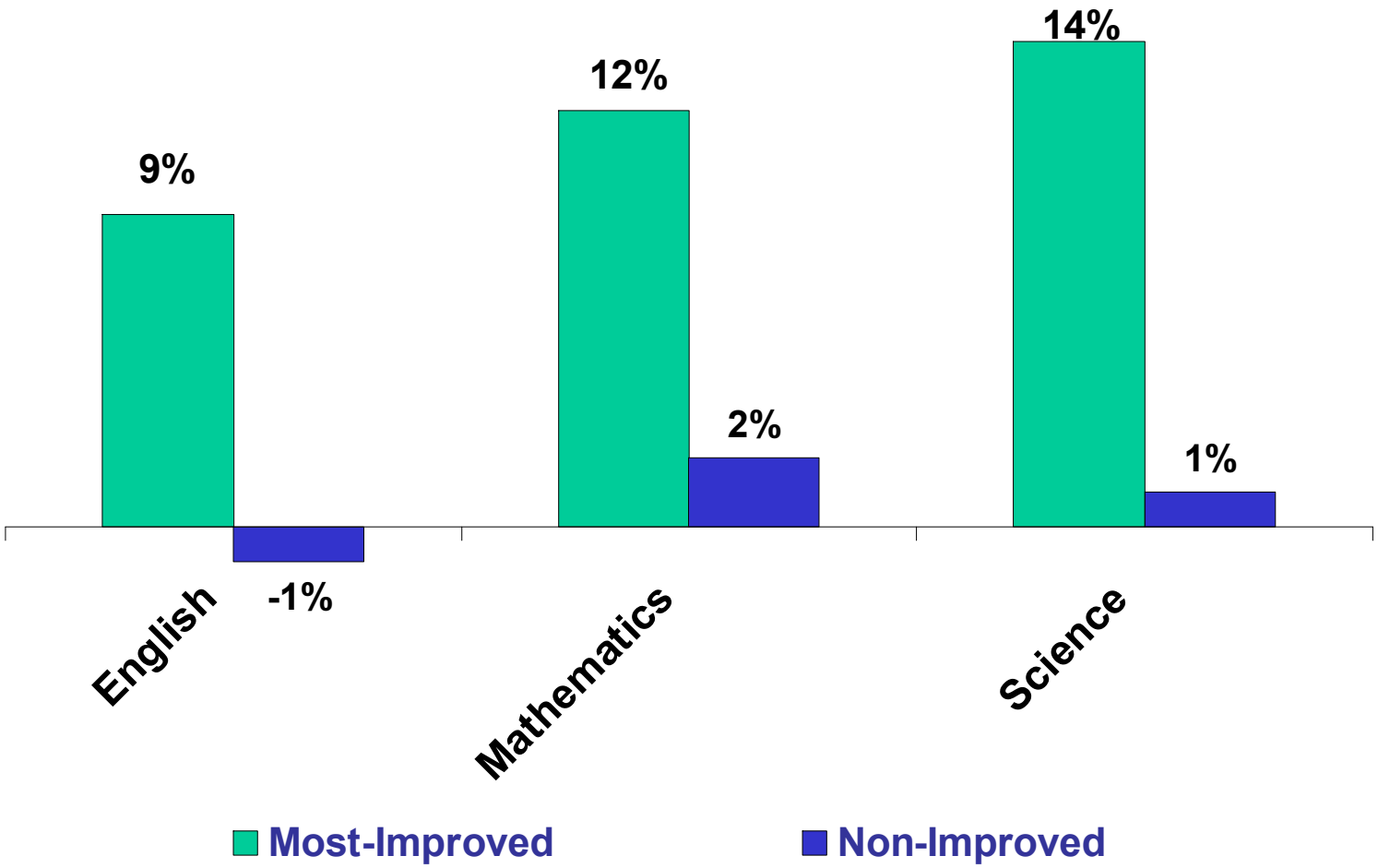
Gains/Declines in Percentages of Majority Students Completing the *HSTW* Recommended Curriculum



Source: 2004 *HSTW* Assessment

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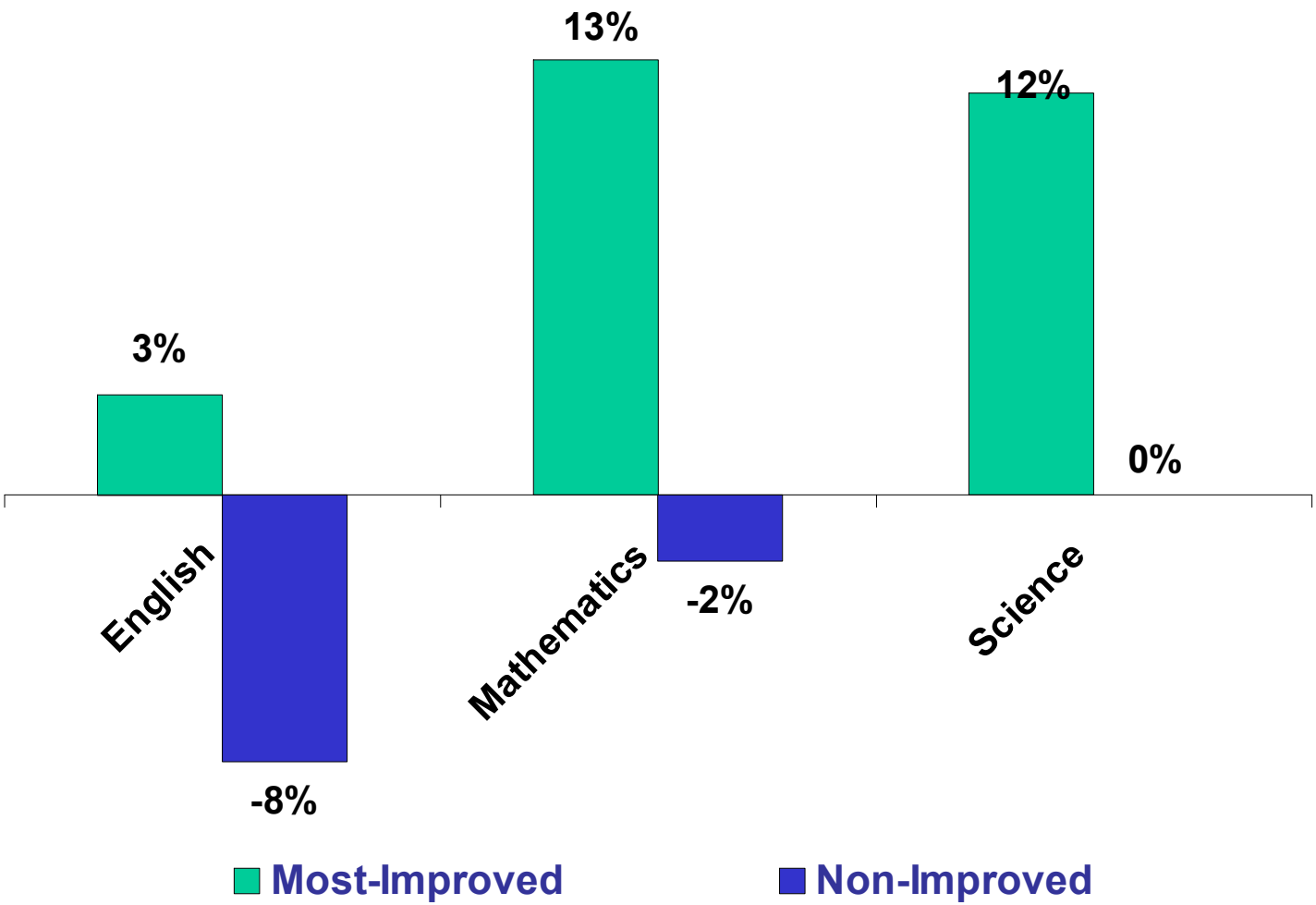
Gains/Declines in Percentages of African American Students Completing the *HSTW* Recommended Curriculum

SREB



Source: 2004 *HSTW* Assessment

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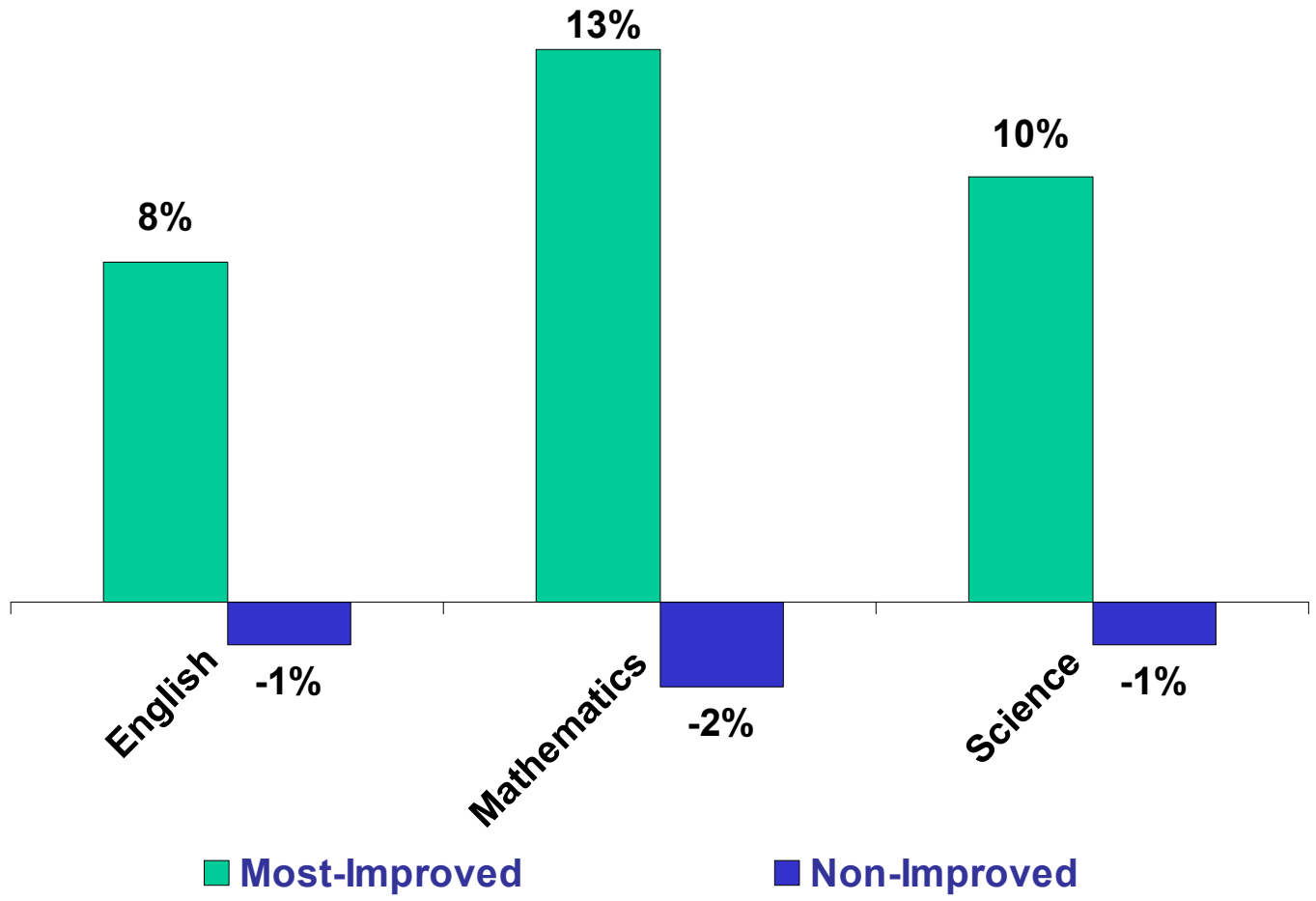
Gains/Declines in Percentages of Students Completing the *HSTW* Recommended Curriculum by High Parent Education

SREB



Source: 2004 *HSTW* Assessment

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2006 Recommended Core and Academic Achievement

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	Average Reading	Average Mathematics	Average Science
Fully Completed (completed all three subjects)	291	317	310
Partially Completed (completed 1 or 2 of the subjects)	279	301	294
Did Not Complete	264	283	276
***HSTW* Goal**	279	297	299

Source: 2006 *HSTW* Assessment and Student Survey – Based on students who completed the student survey and all three subject tests.

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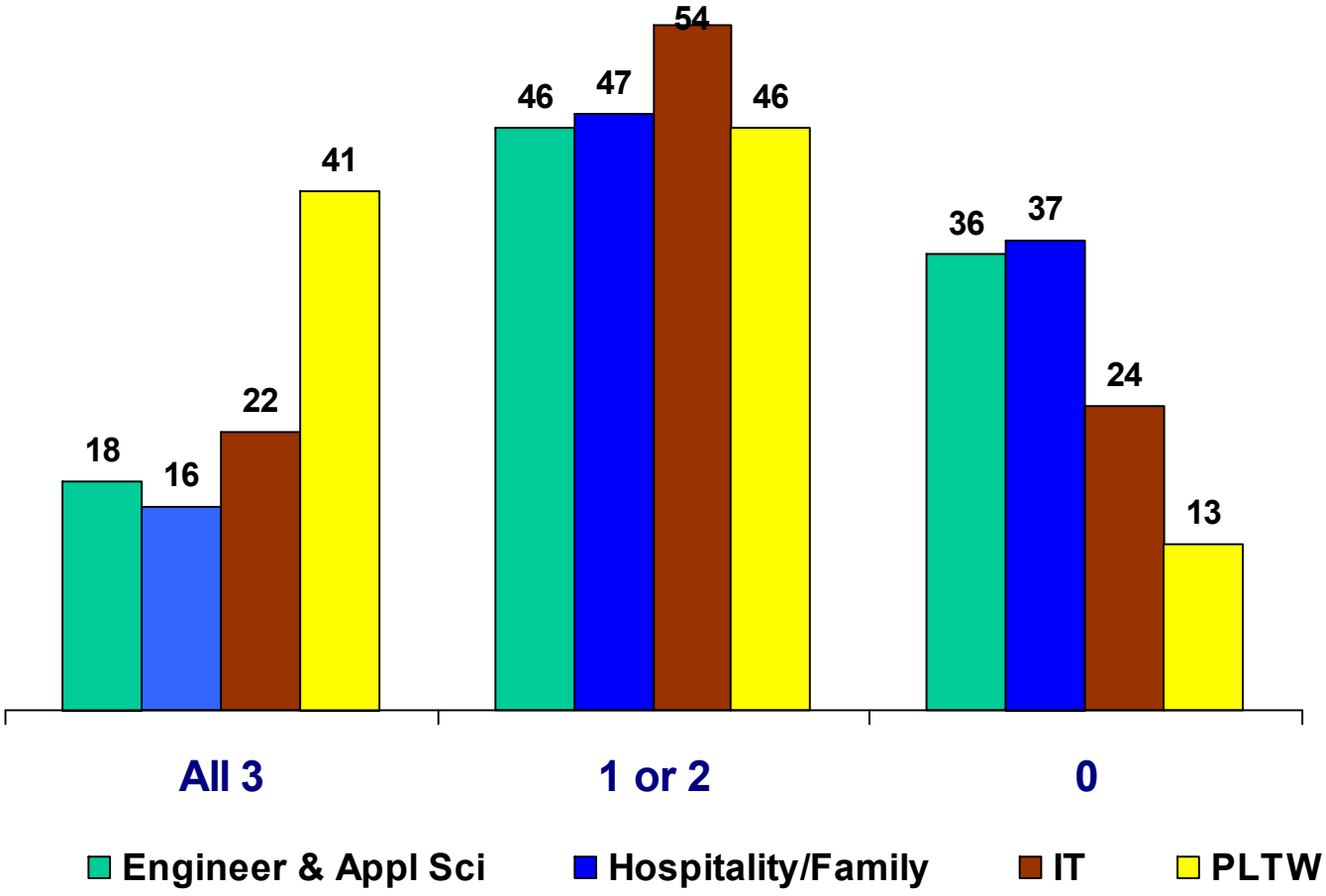
Percentages of Students Completing *HSTW*-Recommended Curriculum



Source: 2006 *HSTW* Assessment

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Percentages of Students Meeting the *HSTW* Performance Goals by Career/Technical Programs

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	Reading	Math	Science
Engineering & Applied Science	45%	57%	48%
Hospitality/Family	42	43	29
Information Tech	57	65	56
PLTW	66	81	70

Source: 2006 *HSTW* Assessment

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Strategies for Implementing the *HSTW* Core Curriculum

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- Enroll ALL students in the Core
- Eliminate 15-20 percent of low-level courses/sections annually to enroll more students in higher level courses
- Investigate alternative schedules to allow more time for students to take critical courses
- Use the core as the default curriculum
- Get guidance staff on board

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Actions to Get Students to Take the Right Courses

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- Raise graduation requirements
- Strengthen guidance and advisement - involve parents
- Develop student handbook with career pathways and related course of study
- Eliminate smorgasbord scheduling
- Use guest speakers, hold career expos and college fairs
- Establish small learning communities

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"Students' behavior and attitude toward school changes when school leaders agree to do whatever it takes to get students to grade-level standards, prepared for challenging high school studies and for postsecondary studies and careers.

Achievement goes up, graduation rates increase and students become more engaged when leaders lead to set higher expectations and support students to meet them."

Dr. Gene Bottoms
2006 *HSTW* Annual Conference

Major Actions to Enroll More Students in *HSTW*-recommended Core and Concentration

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- Review your current status related to the key practice and determine one outstanding practice in place
- Identify major actions to increase annually by 10% - 20% of students completing
  - Four college preparatory English courses where students read 8-10 books a year, write weekly and complete at least one research paper
  - Four courses in mathematics – Algebra I and higher
  - Three college preparatory, lab-based science courses
  - A concentration – academic and career/technical

Page 15

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Key Practice: Career/Technical Studies

Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

School leaders need to:

- Develop standards, conditions and agreements for awarding postsecondary credit to high school students.
- Require senior projects with academic, technical and performance standards.
- Provide students opportunities to work toward a recognized employer certification.

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Literacy Strategy: Jigsaw

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"High-quality Career/Technical Programs Give Students a Boost Toward a Good Job and Postsecondary Studies"

Teams of Five

- Number off: Reading Assignments
  1. *Exploring…*
  2. *Aligning…*
  3. *Strengthening…*
  4. *Building…*
  5. *Giving…*
- Read Individually - 6 Minutes
- Expert Groups (1s together to discuss, etc) – 5 Minutes
- Original Teams of 5 to discuss all articles- 10 Minutes

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Quality Career/Technical Courses Matter

- Improve high school retention
- Increase understanding of academic content
- Give meaning to school
- Motivate students
- Improve retention of academic skills
- Get on track faster after graduation
- Discover career options

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Purpose of High School Career/technical Studies

- Prepare students for work and further study
- Advance technical literacy
  - Understand technical concepts
  - Read and comprehend technical materials
- Advance technical numeracy
  - Apply mathematics problems within chosen field
  - Solve problems and think critically

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Organizing High School Career/technical Programs around 16 Career Clusters

- Agriculture and Natural Resources
- Construction
- Manufacturing
- Transportation, Distribution and Logistics Services
- Business and Administrative Services
- Wholesale/retail Sales and Services
- Financial Services
- Hospitality and Tourism

Source: U.S. Department of Education.

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Organizing High School Career/technical Programs around 16 Career Clusters (cont'd)

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- Health Services
- Arts, Audio, Video Technology and Communication Services
- Information Technology Services
- Scientific Research, Engineering and Technical Services
- Human Services
- Legal and Protective Services
- Education and Training Services
- Public Administration/Government Services

(www.careerclusters.org)

Source: U.S. Department of Education.

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Strengthening C/T Studies

- Enroll at-risk students in at least one C/T credit course annually
- Offer ninth grade exploratory course introducing broad career fields
- Increase the number of students completing 4 or more technical courses
- Expand opportunities for students to earn post-secondary credit or certifications while in high school

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Strategies to Strengthen C/T Courses

- Design Course **Syllabi** for every C/T course
- Emphasize **literacy, numeracy, science** and **technology** in all C/T classrooms through rigorous assignments, projects and homework.
- Create C/T **assessments** (interim and end-of course) that reflect industry standards and require use of literacy and numeracy skills
- Get input from **local business and industry** partners to strengthen **applications** of career/tech content.
- Require career-focused **senior project**

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Different Ways to Organize High School Career/technical Studies

- Using a career major concept
- Organizing the high school into small learning communities around career-based themes
- Organizing the high school around broad career pathways
- Planning programs of academic and career/technical studies that are linked to postsecondary studies

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Percentage of Students Having Important Career/technical Experiences

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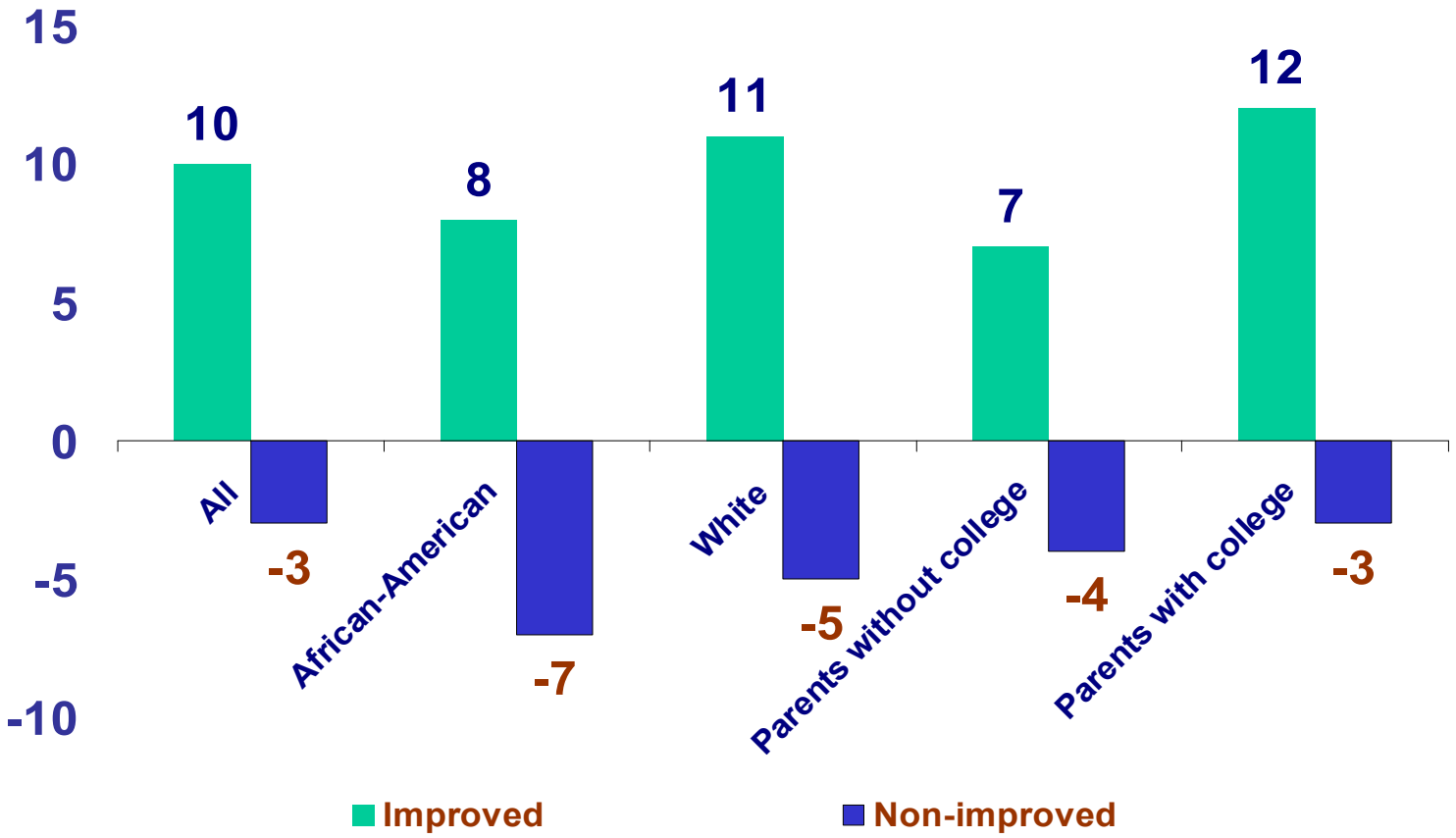

Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

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Significantly Higher Percentages of Students in 2002 than in 2004 Experienced High-Quality Career/technical Instruction

Students said they:	Most-imp. Schools	Non-Imp. Schools
Used computer skills to do assignments in their CT studies at least monthly	Yes*	No
Completed a project that first required some research and a written plan.	Yes*	No
Were required to complete a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or to others.	Yes*	No

Source: 2002 and 2004 *HSTW* Assessment

*p.<.01

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Quality Vocational Studies and Higher Achievement

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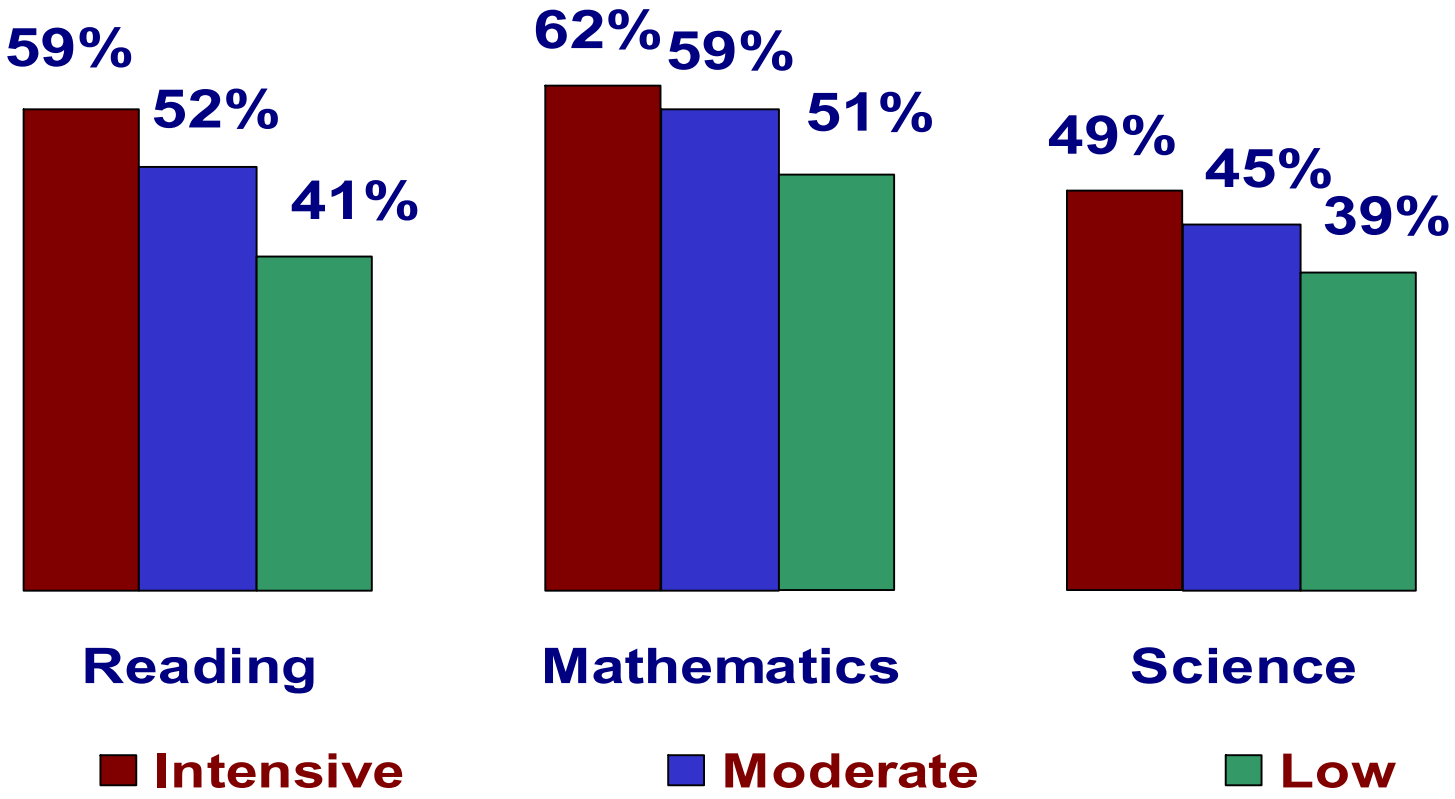

Source: 2006 *HSTW* Assessment and Student Survey

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2004 Graduates Say Their High School Should Have:

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Graduates said their school should have placed a greater emphasis on the following:	Agree Strongly or Somewhat
Provided information and counseling about continuing my education and careers	76%
Placed more emphasis on oral communication skills.	70
Placed more emphasis on mathematics.	63
Assisted me in meeting high academic standards	60
Placed more emphasis on career/technical programs	61
Expected me to read in all my classes	59
Required me to take more courses at a high level	54

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Key Practice:
Work-based Learning

Enable students and their parents to choose from programs that integrate challenging high schools studies and work-based learning and are planned by educators, employers and students.

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What Makes a Quality WBL Program?

Each student has:

- Classroom and work-site assignments that are correlated to career field
- Work-site experiences connected to career goals
- A work-site mentor

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Work-based Learning Opportunities

- Job Shadowing
- Service Learning
- Co-op
- Internships
- Youth Apprenticeship

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Quality WBL Programs Have High Expectations for Students

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They require students to:

- Attend a regular class and/or seminar
- Plan experiences with work-site employer and teacher
- Keep a journal of experiences
- Develop a career portfolio

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Quality Work-site Learning and Higher Achievement

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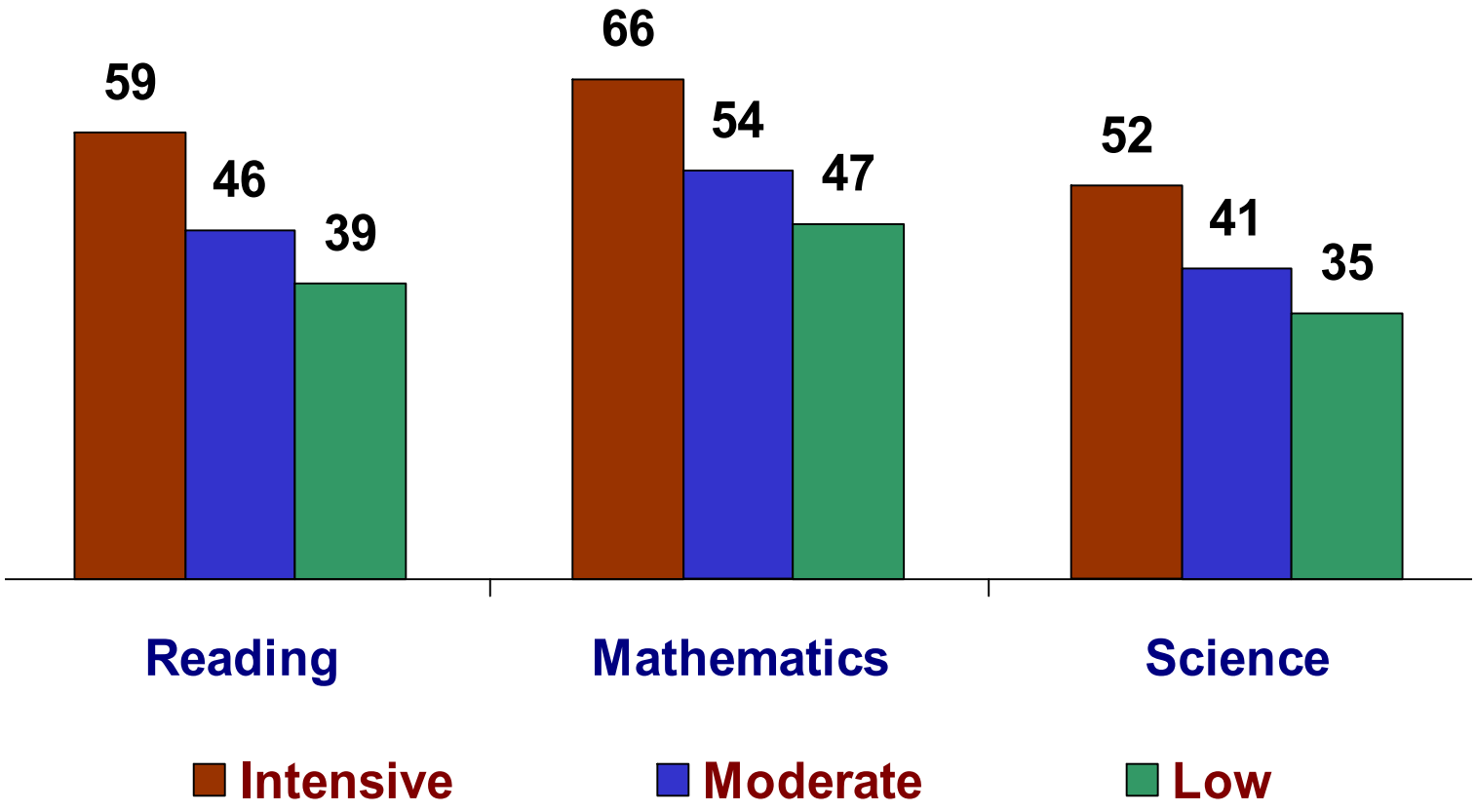

Source: 2006 *HSTW* Assessment and Student Survey

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Career/Technical Studies- WBL Brainstorming

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- Review your current status related to the key practice and determine one outstanding practice in place.
- Recommend one action to incorporate literacy into Career/technical courses.
- Recommend one action to incorporate numeracy into Career/technical courses.
- Recommend one action to improve the quality of Career/technical courses.
- Recommend one action to increase access and quality of work-based learning opportunities.

See Pages 17-19 of Planner

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Key Practice:
High Expectations

Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

When he wrote, *"Blessed is he who expects nothing, for he shall never be disappointed,"* Alexander Pope could have been describing the expectations that some teachers at non-improved schools have for their students – nothing.

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Literacy Strategy

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Four Corners

Allowing students to redo work until it meets standards and giving them credit is a form of cheating and unfair to students who do it right the first time.

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Why Raise Expectations?

- Communicate that high school counts
- Give students a sense of self-worth
- Help students see that the school believes in them
- Help students be more focused, motivated and goal-oriented
- Prepare students for the next level

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Significantly More Students in 2004 than in 2002 Experienced High Expectations

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Students said they:	Non-imp.	Most-imp.
Often revised their essays or other written work	No	Yes **
Often worked hard to meet high standards on assignments	No	Yes*

*p<.05;**p,.01

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Significantly More Students in 2004 than in 2002 Experienced High Expectations

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	Non-imp.	Most-imp.
Often used word processing software to complete an assignment or project	No	Yes **
Read an assigned book outside class and demonstrated that they understood the significance of the main idea at least monthly	No	Yes**

*p<.05;**p,.01

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High Expectation Practices and Higher Achievement

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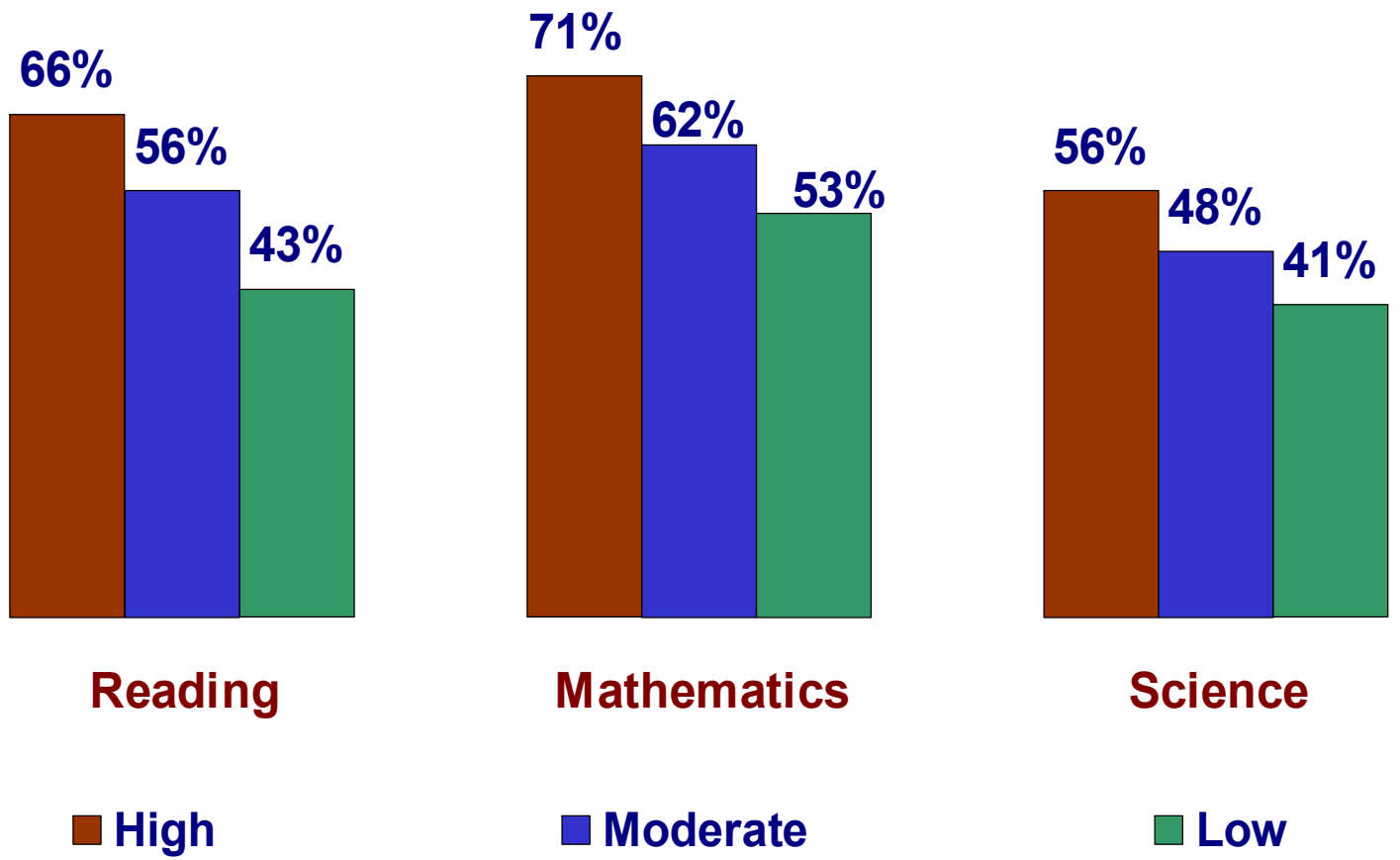

Source: 2006 *HSTW* Assessment and Student Survey

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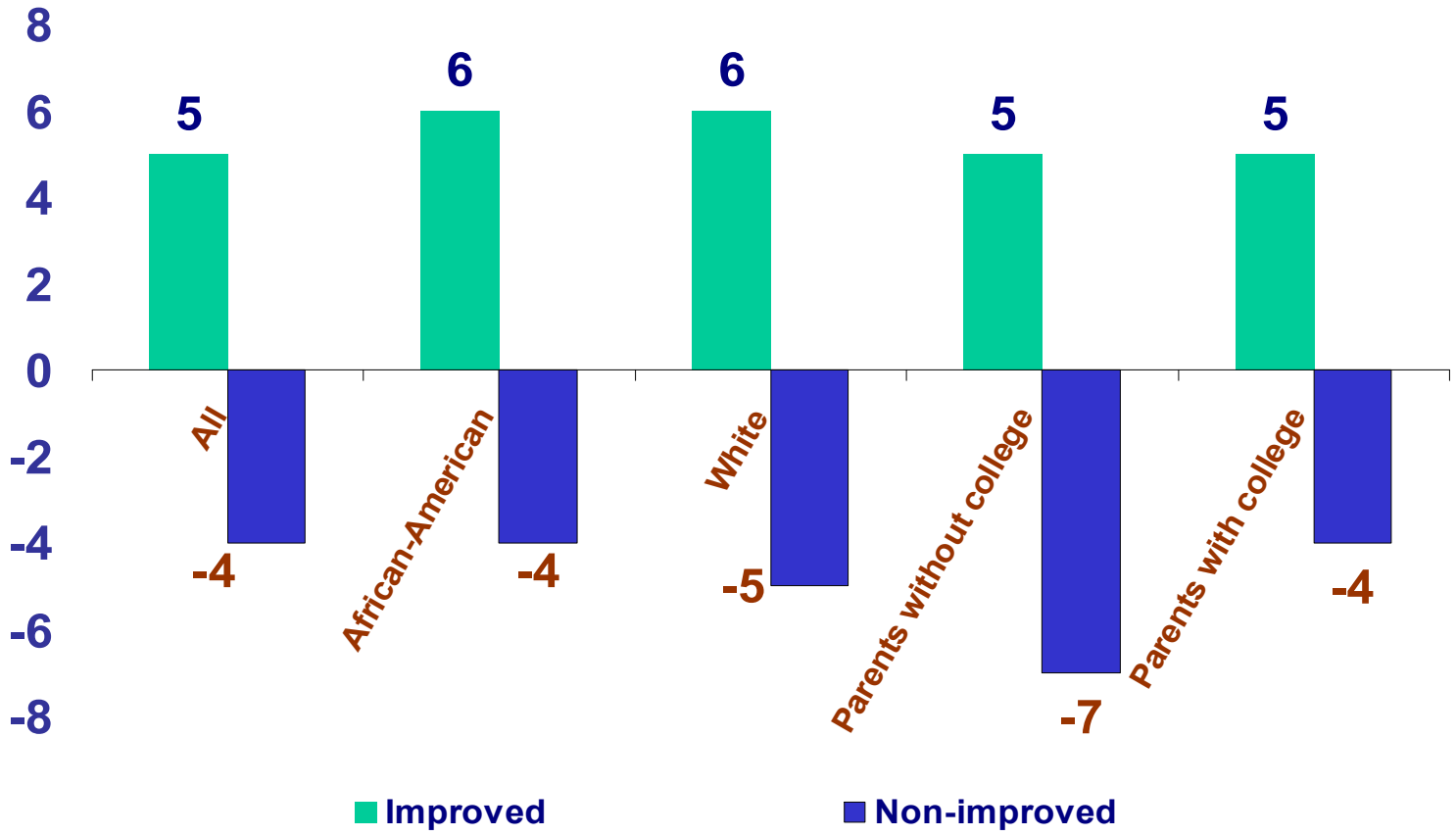
Significantly More Students in 2004 than in 2002 Experienced High Expectations by All Groups

SREB



Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

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Key Indicators That A School Has High Expectations

HSTW

SREB

More students perceive that:

- Courses are exciting and challenging
- They **often** try to do their best work
- They **seldom or never** fail to complete assignments
- Teachers **often** encourage them to do well in school

Southern Regional Education Board

Key Indicators That A School Has High Expectations

HSTW

SREB

More students perceive that:

- Teachers **often** showed they care by not letting them get by without doing the work.
- It is very important to study hard to get good grades.
- It is very important to participate actively in and attend all classes.
- It is very important to take a lot of college-preparatory classes.

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HSTW

Different Strategies for Agreeing on A-, B- and C-level Work

- **Use basic, proficient and advanced**
  NAEP National Readiness Standards
- **Use select universities, regional universities, community college and high school graduation**
- **Use procedural/comprehension, application/analysis, and synthesis/evaluation**
  Intellectual (Webb/Bloom)

SREB

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HSTW

College Readiness

SREB

- **SAT scores**
  - 500 or higher= ready for college level work
  - Below 450 = remediation
  - Select universities (1100 score for acceptance)

- **ACT College-readiness Benchmarks:**
  - English 18
  - Reading 21
  - Mathematics 22
  - Science 24

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Actions for Defining the Amount and Quality of Work Expected

- Benchmark assignments and assessment to proficient level/grade level
- Develop common course syllabi, rubrics and end-of-course exams
- A, B, C, Not-yet grading scale

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Actions for Revising Work

- Three-week assessment
- Requiring extra help for those not meeting standards
- Teachers do not let students get by without doing work

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Actions to Make Homework of Value

- Multiple formats for homework include short-term practice and long-term high level projects
- Study groups established so students can get support
- Homework crosses multiple curricular areas and students receive credit in each area
- Teachers communicate that homework is important
- School establishes and communicates a clear homework policy

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Raising Expectations

SREB

- Review your current status related to the key practices and determine one outstanding practice in place.
- Determine one major action your school can take to establish common expectations for A, B and C work.
- Determine one major action your school can take to get students to redo work until it meets standards.
- Determine one additional major action to further raise expectations at your school.
- Note: Actions should be measurable.

See Pages 20 and 21 of Planner

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HSTW

SREB

Key Practice: Engaging Students in Relevant Instruction

- Engage students in academic and career/technical classrooms in rigorous and challenging assignments using research-based instructional strategies and technology.

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Engaging Students in Relevant Instruction

SREB

- Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies.
- Integrate reading, writing and speaking as strategies for learning in all parts of the curriculum and integrate mathematics and science in career/technical classrooms.

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HSTW

SREB's Literacy Goals

SREB

- Students will read the equivalent of 25 books per year across the curriculum.
- Students will write weekly in all classes.
- Students will use reading and writing strategies to help them understand and use the content of all classes.
- Students will write investigative research papers in all classes.
- Students will be taught as if they were in honors language arts classes.

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HSTW

SREB

Fifteen Literacy Strategies Any Teacher Can – and Should – Use

1. Admit slips
2. Exit slips
3. Double entry or two column notes
4. ReQuest
5. Interactive CLOZE
6. Cubing
7. Open-response questions – A KEY

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SREB

Fifteen Literacy Strategies Any Teacher Can – and Should – Use

8. KWL charts
9. Metaphorical Thinking
10. Jigsaw reading
11. Paired Reading
12. Graphic organizers
13. GIST
14. WordSplash/Capsule Vocabulary
15. RAFT

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Key Indicators for Literacy

SREB

Students:

- **Often** used word-processing software to complete an assignment or project
- **Often** revised their essays or other written work several times to improve their quality
- **Sometimes or often** were asked to write in-depth explanations about a class project or activity
- Discussed or debated with other students each about what they read in English or language arts classes **at least each month**
- Read and interpreted technical books or manuals **at least weekly** to complete assignments in CTE areas (CTE Students only)

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Significantly More Students in 2004 than in 2002 Experienced Reading and Writing for Learning Across the Curriculum

HSTW

SREB

Students said they:	Non-Imp.	Most-Imp.
Often used word processing software to complete an assignment or project	No	Yes**
Often revised their essays or other written work several times to improve their quality	No	Yes**
Read an assigned book outside class and demonstrated that they understood the significance of the main idea at least monthly	No	Yes**

**p<.01

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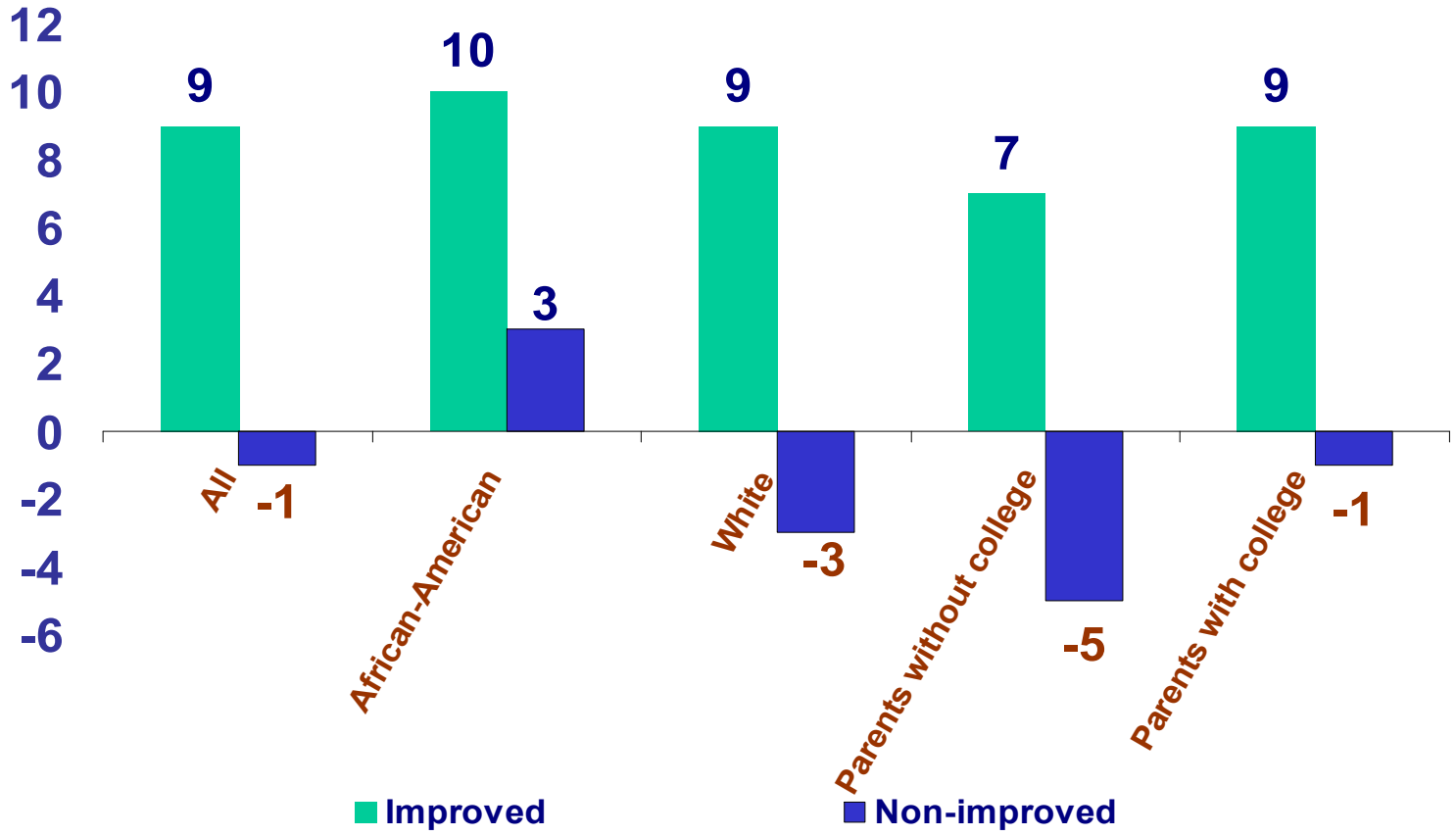
Significantly More Students in 2004 than in 2002 Experienced Reading and Writing for Learning Across the Curriculum

Students said they:	Non-Imp.	Most-Imp.
Completed short writing assignment of one to three pages in their English classes at least monthly.	No	Yes**
Completed short writing assignments of one to three pages in their science classes at least monthly	Yes*	Yes**
Completed short writing assignments of one to three pages in their social studies classes at least monthly	No	Yes**

*p<.05 **p<.01

HSTW

Significant Changes in the Percentages of Different Subgroups of Students Having Important Literacy Experiences between 2002 and 2004



Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

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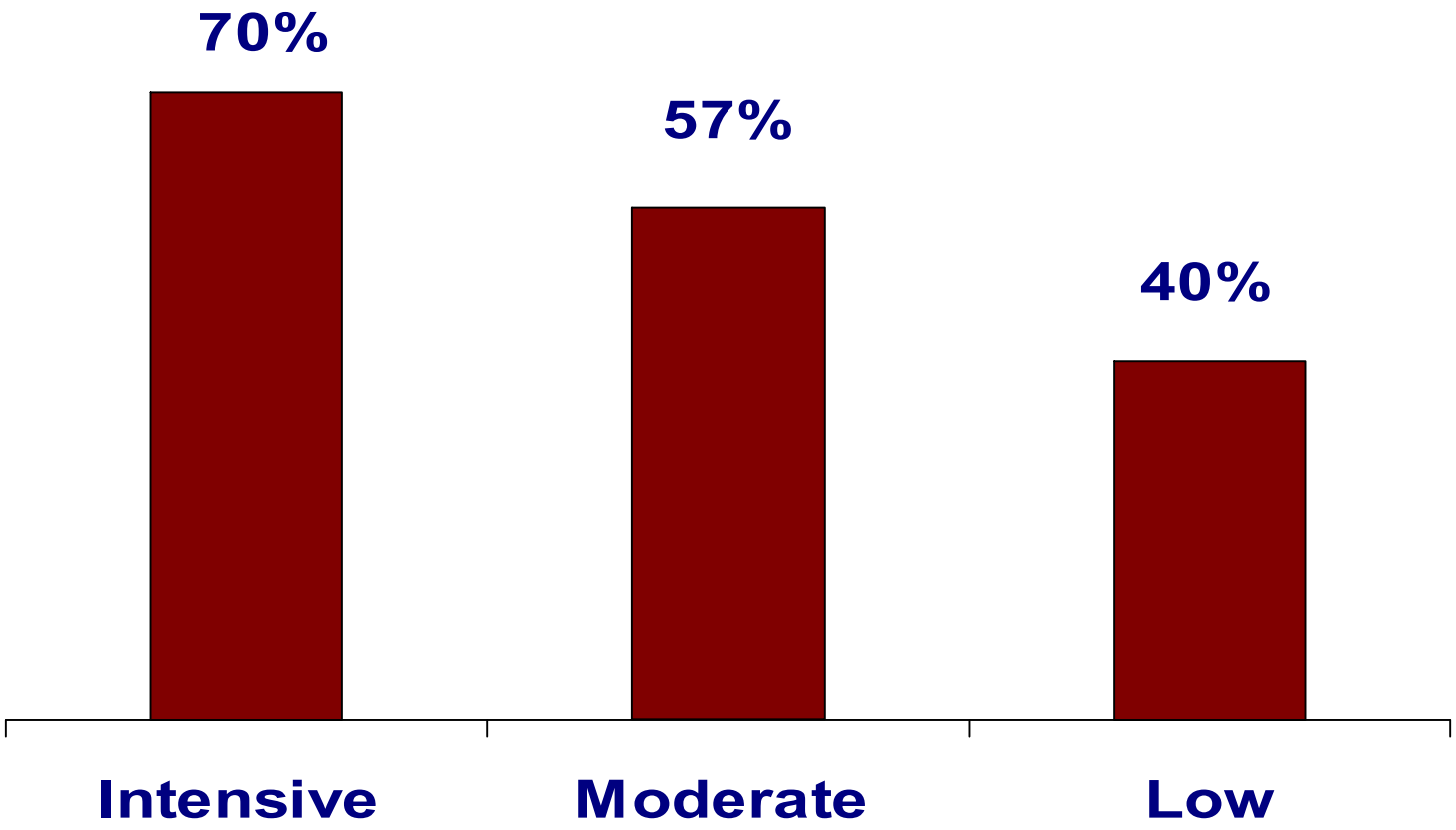
Literacy Experiences Across the Curriculum and Higher Reading Achievement

SREB



Source: 2006 *HSTW* Assessment and Student Survey

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Table Teams

- Review your current status related to Literacy and determine one outstanding practice in place.
- Determine one action for year 1, year 2 and year 3 the school can take to get students to read 25 books a year, write weekly in all classes, use reading and writing strategies to learn content in all classes and write at least one researched paper each class.

Page 22-23 and 25

HSTW

Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction

Students said they:	Non-Imp.	Most-Imp.
Took a math class during the senior year	No	Yes**
Took at least four full-year courses in math in grades 9 through12	No	Yes**
Their math teachers showed them how math concepts are used to solve real-life problems sometimes or often	No	Yes**

**p<.01

SREB

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HSTW

Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction

SREB

Students said they:	Non-Imp.	Most-Imp.
Completed a math project in ways that most people would use math in a work setting at least monthly	No	Yes**
Solved math problems other that those found in textbook at least monthly	Yes*	Yes**
Used math to complete challenging assignments in their career/technical area at least monthly	No	Yes**

**p<.01

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HSTW

Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction

SREB

Students said they:	Non-Imp.	Most-Imp.
Used a graphing calculator to complete math assignments at least monthly	Yes**	Yes**
Orally defended a process they used to solve a math problems at least monthly	No	Yes**
Solved math problems with more than one-answers at least monthly	No	Yes**

**p<.01

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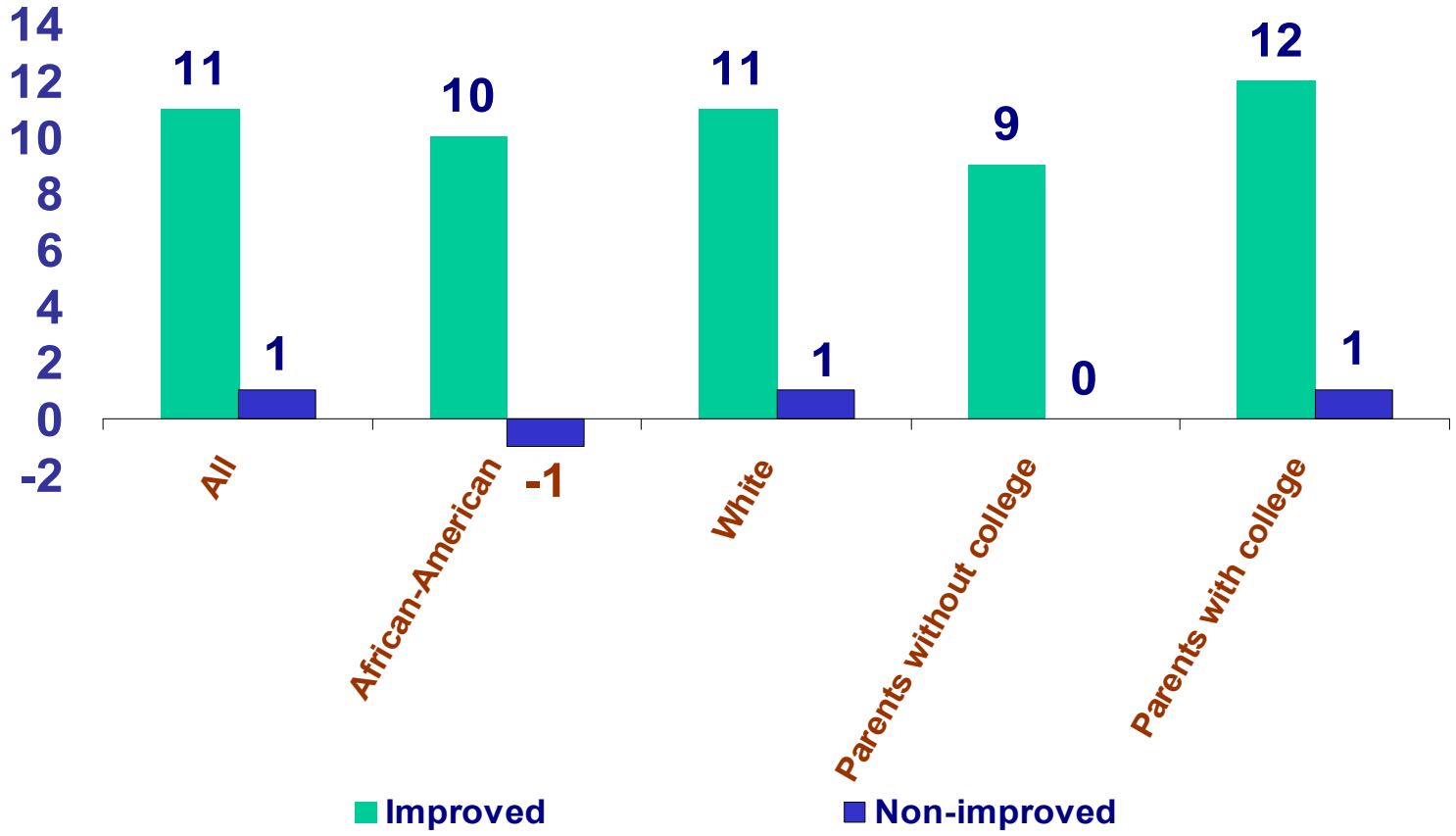
HSTW

Significantly Increase in the Percentages of All Groups of Students Having Quality Mathematics Instruction between 2002 and 2004.



Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

SREB

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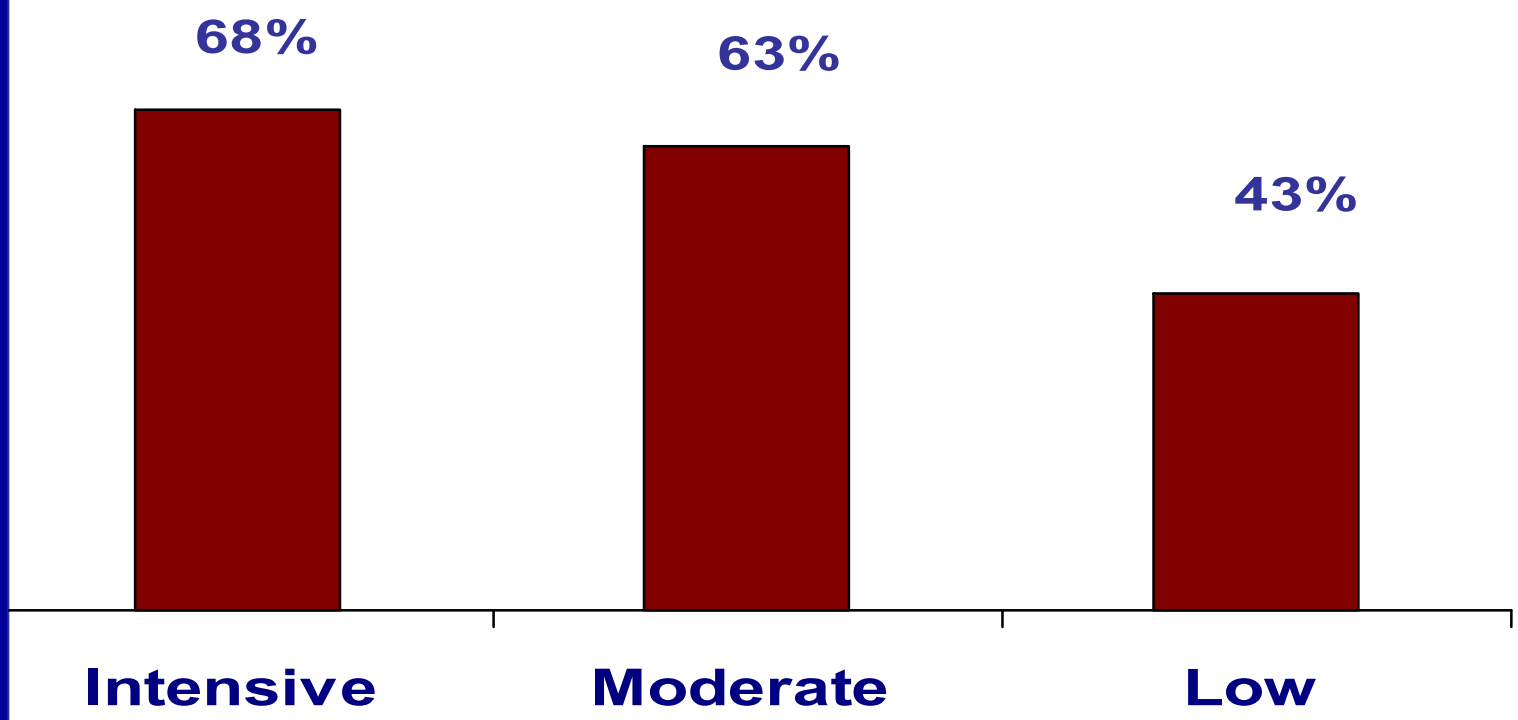
HSTW

Numeracy Experiences Across the Curriculum and Higher Mathematics Achievement

SREB



Source: 2006 *HSTW* Assessment and Student Survey

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HSTW

Standards Based Units that Address Numeracy Across the Curriculum

SREB

- Teachers create units of study aligned to standards in all classes
- Unit plans should include the following:
  - Standard or standards addressed
  - Level of intellectual demand—move beyond recall & procedural skills to analysis and application
  - Major assignments to be given
  - Outline the major study skills addressed: literacy skills and the research-based instructional strategies

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SREB

Standards Based Units that Address Numeracy Across the Curriculum

- Increase student use of math skills in all content areas—with special emphasis in science, CT courses, physical education, & athletics

For example:

- Students orally defend a process they used to solve a math problem
- Students work in groups to solve math problems

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Table Teams

- Review your current status related to numeracy and determine one outstanding practice in place.
- Determine one action for year 1, year 2 and year 3 the school can take to get:
  - All seniors in math
  - Teachers to use more real-world problems, technology and cooperative learning
  - Teachers to create units of study based upon college and career readiness standards
  - Integrate math into career/technical and science classes

See pages 23 and 25

HSTW

Significantly More Students in 2004 than in 2002 Experienced High-quality Science Instruction

SREB

Students said they:	Non-Imp.	Most-Imp.
Did science activities in a classroom without science equipment at least monthly	No	Yes**
Used science equipment to do science activity in the classroom at least monthly	No	Yes**
Worked with one or more students in class on a science assignment at least monthly	No	Yes**

**p<.01

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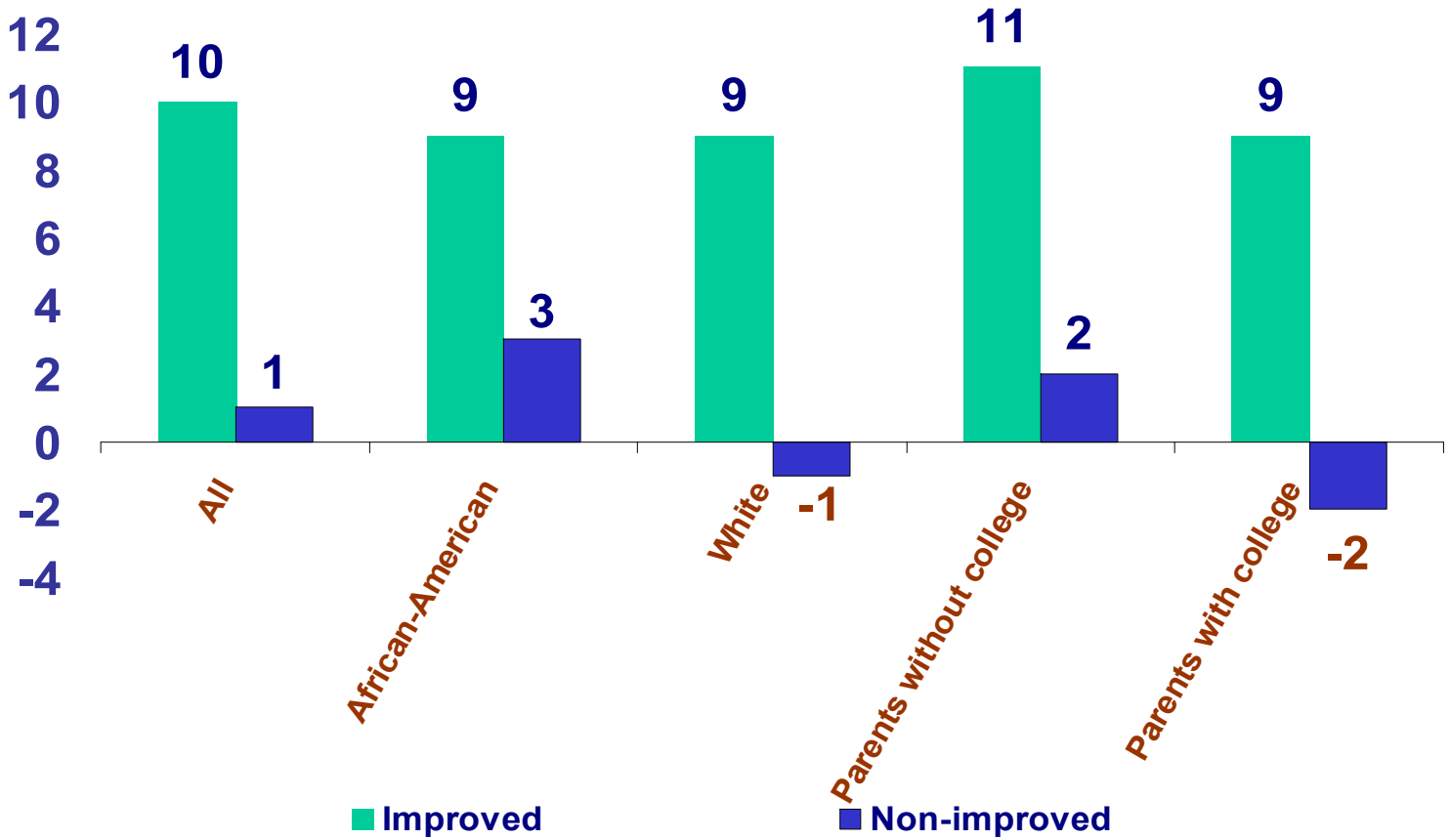
Significantly More Students in 2004 than in 2002 Experienced Quality Science Instruction

HSTW

SREB



Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

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HSTW

Table Teams

SREB

- Review your current status related to science instruction and determine one outstanding practice in place
- Determine one action for Year 1, Year 2 and Year 3 the school can take to get students to:
  - Take at least 3 CP Science courses (4 in a block)
  - Conduct frequent labs in science classes and write about what they learn
  - Read science-related articles science
  - Design and conduct scientific investigations in all classes
  - Analyze and defend findings from investigations

See pages 23 and 25

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Integration Indicators for Higher Achievement

SREB

- Students believe their teachers work together.
- Mathematics and science teachers use real-world problems.
- Career/technical teachers require students to read, write and use mathematics.
- Students complete a senior project.
- Students receive work-site instruction on communications and mathematics.

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Actions for Engaging Students in Research-based Instructional Strategies

SREB

- Project-based learning
- Cooperative learning
- Student-designed research
- Integrated, interdisciplinary studies
- Integrating Technology
- Effective direct instruction

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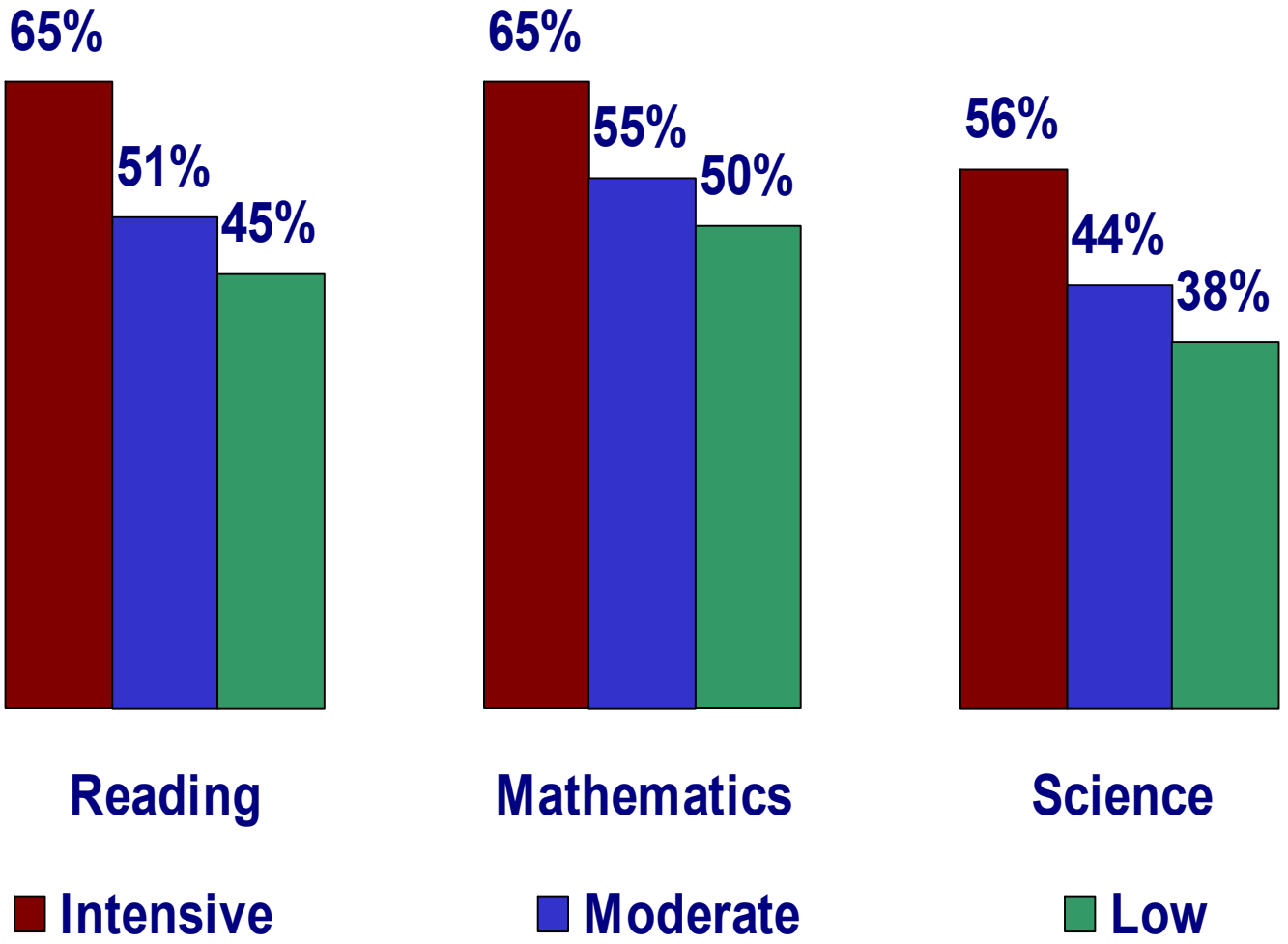
Teachers Working Together To Integrate Instruction and Percent Meeting Achievement Goals

HSTW

SREB



Source: 2004 *HSTW* Assessment and Student Survey

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Conditions for Supporting Integration

- Common planning time
- Standards-based, not activity-based
- Create organizational structure that will support teacher collaboration
- Provide large blocks of instructional time for completion of complex tasks
- Provide professional development to support teachers
- Establish clear expectations for teachers– Collaboration by invitation does not work

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Selecting an Integration Strategy

- Single course strategy
- Two or more teachers aligning their curriculum
- Selecting a school-wide theme by grade level
- Selecting a developmental project strategy
- Project strategy

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Table Teams

- Review your current status related to teachers working together and determine one outstanding practice in place.
- What one action can the school take in year one, year two and year three to give teachers access to and use common planning time to plan together integrated units of study.

Pages 24-25 in planner

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Key Practice: Guidance and Advisement

Involve students and parents in a guidance and advisement system designed to ensure that students complete an accelerated academic program of study and a major.

A Supportive Guidance System Matters

HSTW

SREB

- Clear goals
- Focused program of study
- Students have someone who cares
- Students believe in themselves
- Students get needed services

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A Teacher Advisement System is Key

- A counselor oversees the program
- An Advisor who remains with their students throughout high school
- Staff development for Advisors
- A written curriculum
- A portfolio for each student
- Regular meetings (at least monthly) with planned lessons
- Necessary adjustments based on annual assessment

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A Good Guidance and Advisement Program Includes:

- Assisting students in planning their high school program of study by the end of grade nine
- Having teachers or counselors talk with students individually about plans for careers or further study
- Helping students review their programs of study at least annually
- Providing each student with an adult mentor throughout high school

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A Good Guidance and Advisement Program Includes:

- Providing students with opportunities to speak with persons in careers to which they aspire
- Providing information on college and postsecondary studies to all students and parents
- Assisting students and parents with the postsecondary application process

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Significantly More Students in 2004 than in 2002 Experienced High-quality Guidance Assistance

SREB

Students said:	Non-Imp.	Most-Imp.
Before and during high school they talked to their parents or guardians at least once a year about planning a four-year course plan	No	Yes**
During high school a teacher or counselor talked to them individually about their plans for a career or further education.	No	Yes**

**p<.01

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HSTW

Significantly More Students in 2004 than in 2002 Experienced High-quality Guidance Assistance

SREB

Students said:	Non-Imp.	Most-Imp.
Someone from a college talked to them about going to college	No	Yes**
A teacher or guidance counselor helped them review a program of study at least once a year	No	Yes**

**p<.01

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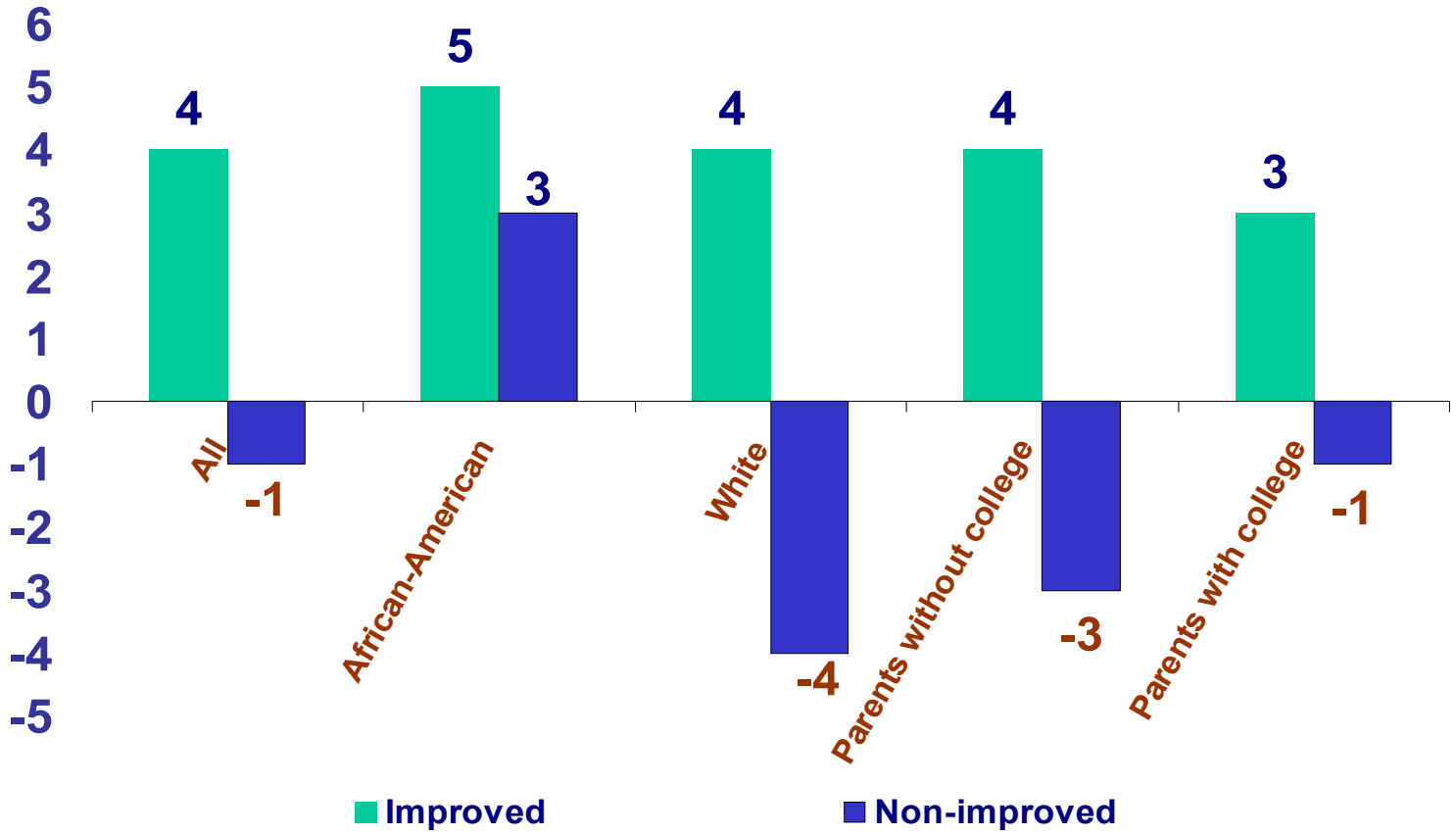
HSTW

Significantly More Students in 2004 than in 2002 Experienced Quality Guidance Assistance

SREB



Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

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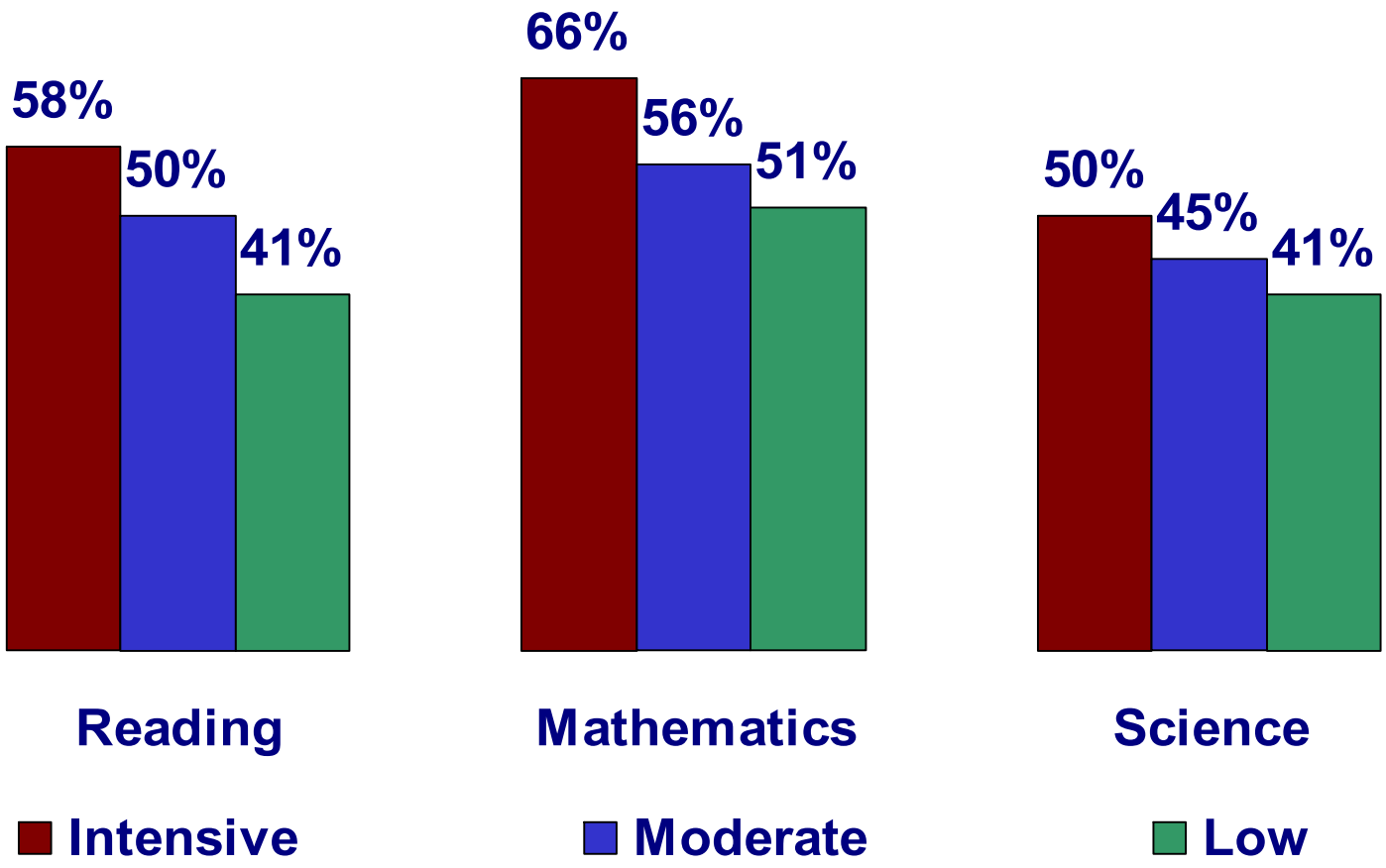
Effective Guidance System and Higher Achievement

SREB



Source: 2006 *HSTW* Assessment and Student Survey

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HSTW

System of Guidance and Advisement, Page 27

SREB

- Review your current status related to guidance and advisement and determine one outstanding practice in place.
- Determine one action to ensure every student has a goal and a program of study by the end of 9th grade.
- Determine one action to provide each student with an adult mentor throughout high school.
- Determine one action to ensure students meet at least once a year with his/her parent or guardian and a school representative to review progress toward the program of study.

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Key Practice:
Extra Help

Provide a structured system of extra help to enable students to meet higher standards.

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SREB

Extra Help is Important Because It:

- Reduces failure rates
- Reduces the ninth grade retention rate
- Increases the high school graduation rate
- Encourages students to "stretch" themselves

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A Comprehensive Extra Help Program Must Include:

- Continuous extra help to meet standards
- Middle grades actions
- Ninth-grade transition
- High school, postsecondary and careers transitions
- Develop independent learners

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Effective Extra Help

- Is available, without difficulty, from the teacher
- Is available before, during or after school
- Results in motivating students to try harder
- Results in better grades
- Builds students' sense of self worth

HSTW

Significantly More Students in 2004 than in 2002 Received Extra Help

SREB

Students said:	Non-Imp.	Most-Imp.
Their teachers frequently were available before, during or after school to help them with their studies	No	Yes**
They often were able to get extra help from their teachers when they needed it without much difficulty.	No	Yes**

**p<.01

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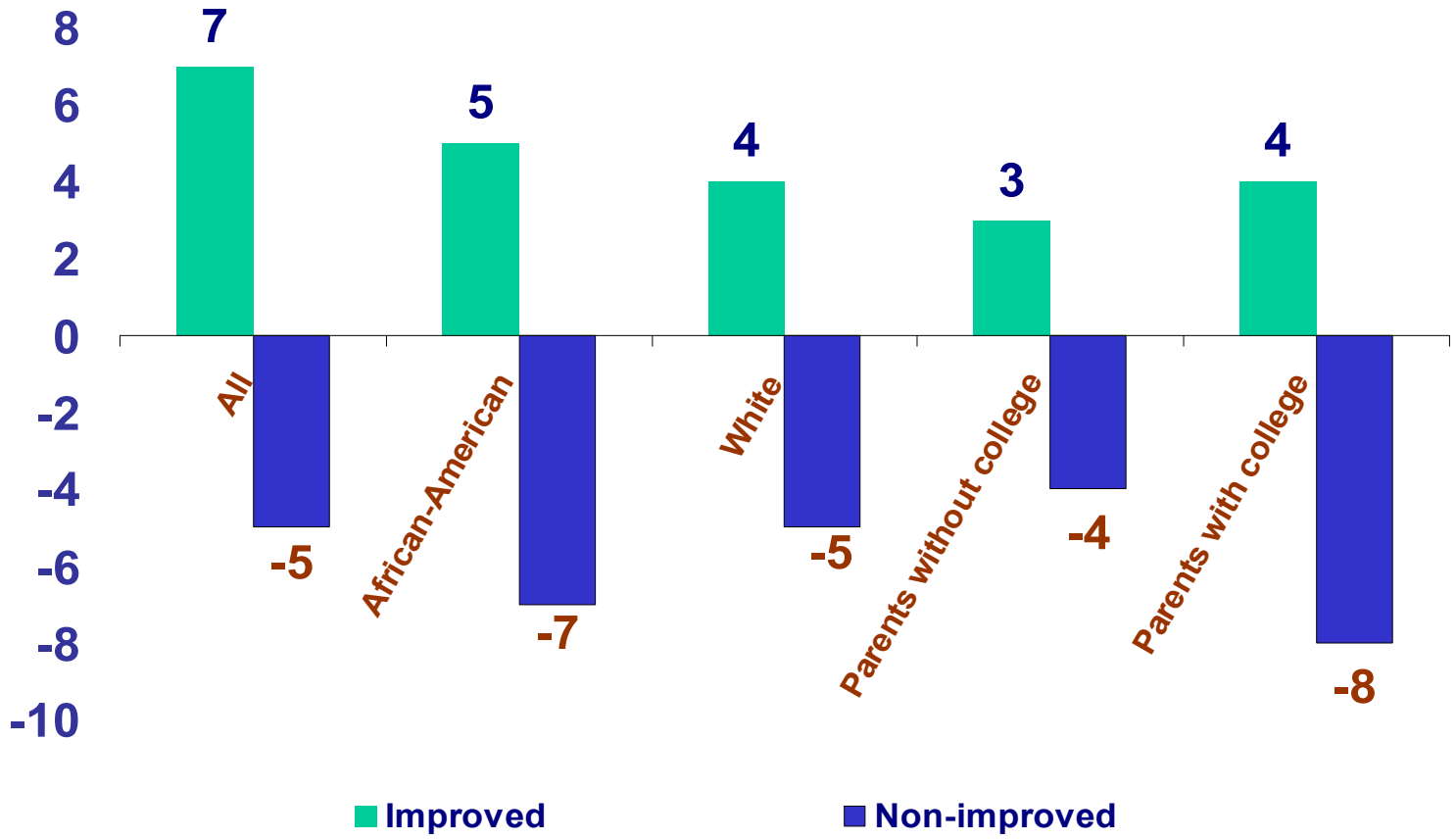
Significantly More Students Experienced Quality Extra Help in 2004 than in 2004

SREB



Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

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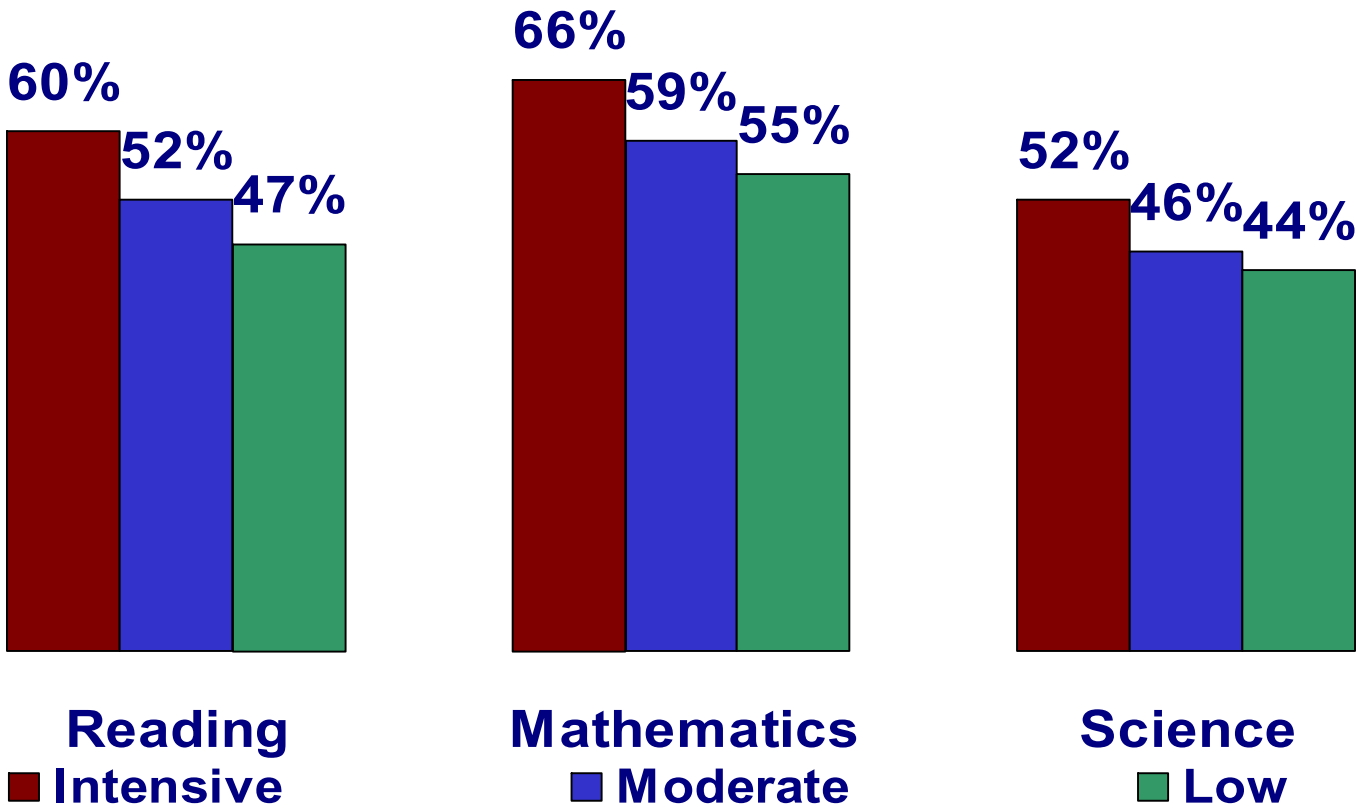
Quality Extra Help and Higher Achievement

SREB



Source: 2006 *HSTW* Assessment and Student Survey

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Implementation Issues

- How do you identify students who need it?
- How do you require students to attend?
- How do you get parents' commitment?
- How will extra help be delivered?
- Who will teach it?
- How will the strategy or strategies be matched to student needs?

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Extra Help Strategies

- Peer Tutoring
- On-line Tutoring and Computer-Assisted Instruction
- After School Programs (and Morning and Saturday Programs)
- Credit Recovery Classes
- Organized Student Study Teams

HSTW

SREB

Why target middle school transition?

- The transition point from middle school to high school has the highest percentages of dropouts nation wide.
- The highest failure rate occurs in grade nine.
- Preparing students for high school work, directly impacts retention.

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How can school leaders make sure that students are ready for rigorous high school studies?

HSTW

SREB

District, high school and middle school leaders can:

- Establish readiness indicators for challenging high school English, mathematics and science courses;
- Align curriculums, teacher assignments and assessments to the readiness indicators; and
- Set goals to annually increase the percentages of students having successfully completed Algebra I by the end of grade eight.

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HSTW

Actions for Transition from Middle Grades to High School

- Structured extra help programs in grades 7 and 8
- 4 to 6 week summer bridge program for students who need accelerated instruction in math, English and reading
- Develop courses in grades seven and eight to give extended time to read, write and do math

SREB

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SREB

Actions for Transition from Middle Grades to High School Continued…

- Orient students and parents to high school expectations
- Reduce the ratio of students to teachers in grade nine
- Get a master teacher to lead a team of teachers in core academic courses in grade nine

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HSTW

What makes a ninth-grade catch-up program high-quality?

- Early identification of students
- A lower student-teacher ratio in grade nine
- Qualified teachers with depth of content knowledge teach challenging content
- School schedules are modified to allow students to be double-dosed – English/reading and mathematics

SREB

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HSTW

What makes a ninth-grade catch-up program high-quality?

- Standard-based Curriculum with unit planning by teachers
- Teachers are organized into planning teams so they can plan together
- Recruit the best teachers to lead the ninth-grade teams
- Move beyond remedial instructional
- Comprehensive evaluation plan

SREB

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Organize a Ninth-Grade School/Academy

- Separate grade nine from the rest of the school.
- Get parent support.
- Organize into a series of learning communities:
  - teams of teachers
  - common groups of students
  - common planning time

SREB

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HSTW

Why target postsecondary transition?

SREB

- Senior year not taken seriously
- Low ACT and SAT scores
- High remedial rate in English and mathematics
- Students unprepared for workforce
- National completion rate for college only 39.9%

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Research Based Strategies for Postsecondary Transition

SREB

- Students earn college credit while in high school.
- Enroll unprepared students in transition mathematics and English courses.
  - Courses aligned to college and career readiness standards
- Ensure that students who do not plan to go on to further study are in a CT program.
- Develop extra help for students having trouble graduating.

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Additional Actions for Making the Senior Year Count

SREB

- Have community college administer placement exam during 11th grade
- ACT Test for everyone in 11th grade
- Reality check prior to the senior year with parents, adviser and counselor
- Enroll seniors in upper-level courses
- Enroll all seniors in at least three academic courses
- Consider requiring a senior project that includes a research paper, a product or service, an oral presentation and a power point

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SREB

HSTW

Extra Help/Transitions

Review your current status related to the key practice and determine one outstanding practice in place.

1. Determine three major actions your school can take to improve ongoing, timely extra help at your school.
2. Determine three major actions your school can take to identify at-risk students and improve their ninth-grade transition.
3. Determine three major actions your school can take to improve high school to college and career transitions.

See Pages 28-29 of Planner

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SREB

Team Planning…

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Focus on What You Can Change

SREB

- **Structure:** Rigor of what is taught and what is expected.
- **Quality Instruction:** How are students taught?
- **Support for Students:** How is staff related to students?
- **Support for Teachers:** How do teachers learn and related to each other?
- **Leadership:** How are we involved in using data for Continuous Improvement?

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HSTW

Next Step: Prioritize Actions

SREB

- List of all the actions developed and rank items by impact on student achievement and high school completion rates
- Select top 5 actions for the first year
- Select one item in:
  - structural, instructional, support and leadership change
- Do the same for years 2 and 3 (make sure you have at least one action in each of the four areas)

Pages 31-32 of Planner

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HSTW

Next Step: Prioritize Actions

SREB

- Using flip chart paper, make a list of all the actions developed
- Rank items based on the impact on student achievement and high school completion rates
- Select five of the highest ranked items for implementation in the first year
- Have one item in each of the four areas of structural, instructional, support and leadership change
- Identify five of the highest ranked priority items for year 2 and five more for year 3 and make sure you have at least one action in each of the four areas.

Pages 31-32 of Planner

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SREB

Team Planning

1. Prioritize Actions
2. Determine how you will take this back to your faculty Determine steps to form focus teams and make them active
3. Develop expectations for focus teams
4. Add *HSTW* actions to your school improvement plan; submit action plan in 90 days

Page 30 of planner

HSTW

Suggestions for Building Faculty Support

SREB

3-Hour Orientation:

1. Admit Slip/Enhanced *HSTW* Brochure
2. SREB Orientation PowerPoint
3. Create Cross-Curricular Teams
4. Each team take one section of planner, brainstorm, share-out
5. Submit results of brainstorming to school improvement team

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HSTW

Establish Need for Change:
Share Information with faculty and students

SREB

- Through gap analysis
- Determine number of students who could earn a “C” in college courses based on ACT scores
- Obtain numbers of students who are in remedial courses in post-secondary
- Teachers conduct interviews with graduates and report back to faculty

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Establish Need for Change:
Engaging faculty in gap analysis

SREB

- **Opportunity Gap**
  - Who is enrolled in which courses?
    - Majority/minority
    - Free/reduced lunch
    - Gender
- **Expectations Gap**
  - Variances in expectations across courses
  - Variances in literacy across the curriculum
    - Survey students/teachers
- **Achievement Gap**
  - Course levels enrolled in by ACT (College/non-College core)
  - Expectations
  - Grade level analysis (grade 9)

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Create Focus Teams and Get Them Organized

HSTW

SREB

- Select Chair & Recorder
- Chair: Keeps group on target, moving and involves all
- Timekeeper: Limits time per speaker, gets group back for large meeting
- Recorder: Get the information down for all
- Everybody: Get the job done
  - See page 30-33 of Planner.

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Focus Teams: Develop Implementation Steps for Actions

SREB

- Assign a major action to one or more of the focus teams
- Draft a charge to the team regarding implementation of this action in year 1
- Have teams develop an implementation plan for the action, present it to the school improvement team and eventually to the entire faculty **(pages 31-34)**
- When year 1 is completed, start work on year 2
- Ask teams to develop benchmarks and monitor plan for implementation

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Focus Team Presentation Scoring Rubric:

1. Team selects a song
2. Team song relates to Key Practice
3. Team knows the words to the song
4. Team performs song along with results of team action planning assignment

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Ideas to Introduce *HSTW* to Faculty

- SREB materials/newsletters
- Send teams to national staff development workshops
- Teams share and implement ideas
- Visit outstanding *HSTW* sites
- Create study teams around selected materials
- Seek input on implementation plan
- Technical Assistance Visits

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Take Some Action in Year 1

Don't wait a year, but do it well.

- **What five things can your staff do in year 1?**
- **Determine steps to form focus teams and make them active.**

See Page 30 of Planner

HSTW

SREB

Next 30 Days – Establish Focus Teams

- Present priority actions developed during the workshop to entire staff
- Form focus teams and assign priority actions to teams
- Ask teams to develop implementation plans

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Second 30 Days – Focus Team Development Implementation Plans

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- School improvement team reviews initial draft of focus team implementation steps with timeline and benchmarks
- Have staff review implementation plan
- Develop revised implementation plan based on staff review

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Third 30 Days – Present Implementation Plans to District Leadership

- Present implementation to district staff
- Revise based on district staff input

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Fourth Month – Present to All for Approval and State Implementation

- Present final implementation plan to all constituents
- Start planning implementation of proposed action plans for year 2
- Continue implementation of year 1 actions

Final plan due to state by

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School Leadership Team: Identify staff development needed based on implementation plan

- School leadership teams
- Guidance counselors
- All teachers
- Specialized staff development needed by
  - English
  - Mathematics
  - Science
  - Social studies
  - Career/technical
  - Others
    - See Page 34 of Planner.

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Next Steps

- KEEP MOVING!!!!!!!
- REMEMBER – You own the plan!
- Schools that fail to make progress:
  - Keep moving after this workshop – the next 90 days are critical to success

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REMEMBER …

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All schools want to improve but few want to change. The fact remains that to improve, one MUST change.

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Getting Ready for the Technical Assistance Visit

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Reading Homework: Day 1

1. Project-based Learning Guide #11
2. Literacy Guide #12
3. Where Do You Begin? Guide #1 (Principal)
4. *HSTW*: An Enhanced Design (Principal)
5. Developing Effective Teams Guide #2 (*HSTW* Coordinator)
6. Students Will Take the Right Courses When the Principal Leads Guide #14 (Counselor)
7. Students Can't Wait (Department Chair)
8. Extra Help Guide #6
9. Business Education Guide #7 (CTE Leader/Chair)
10. Ten Strategies for Creating a Classroom Culture of High Expectations Guide 13

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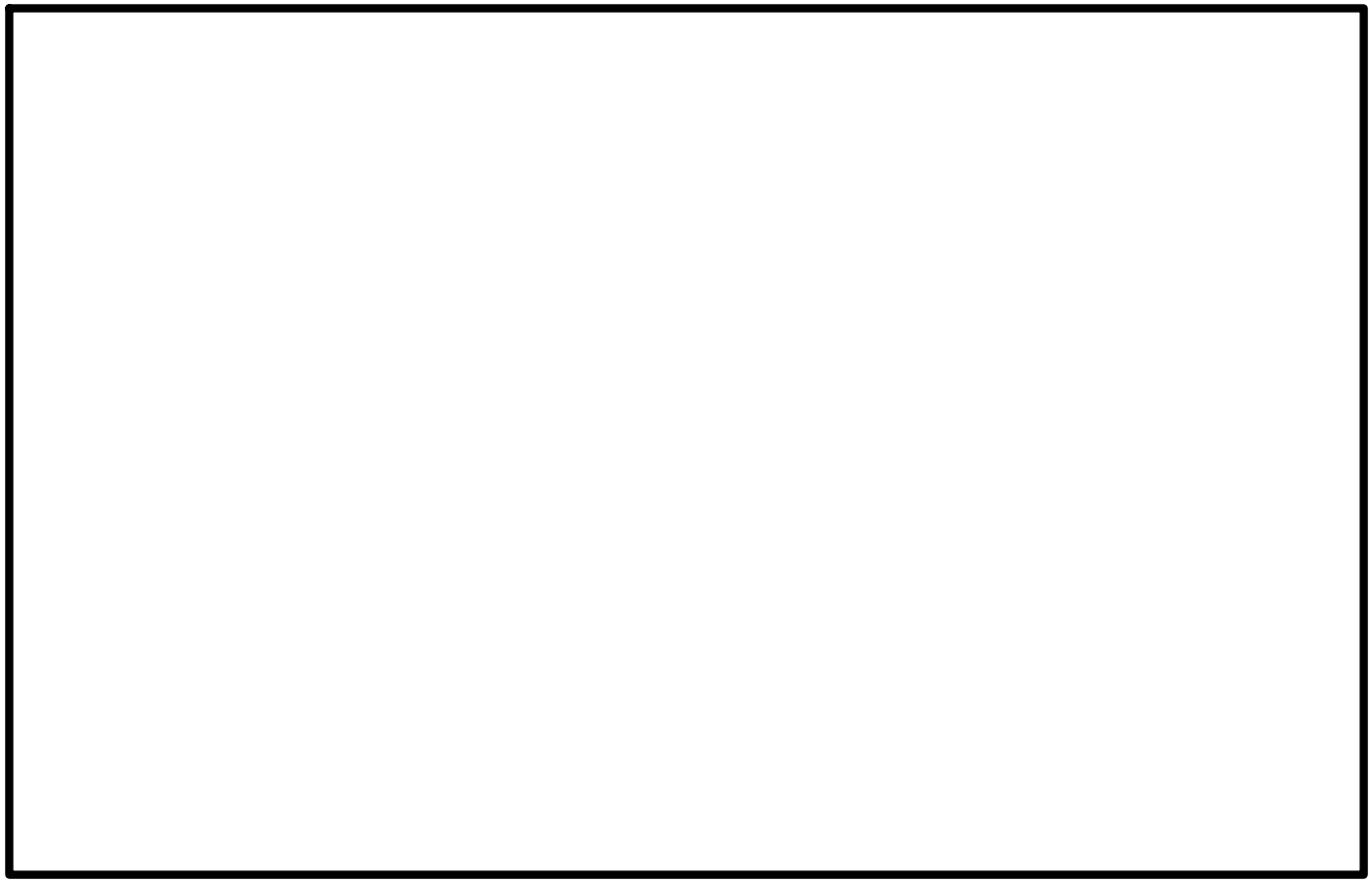
Memory Box



SREB

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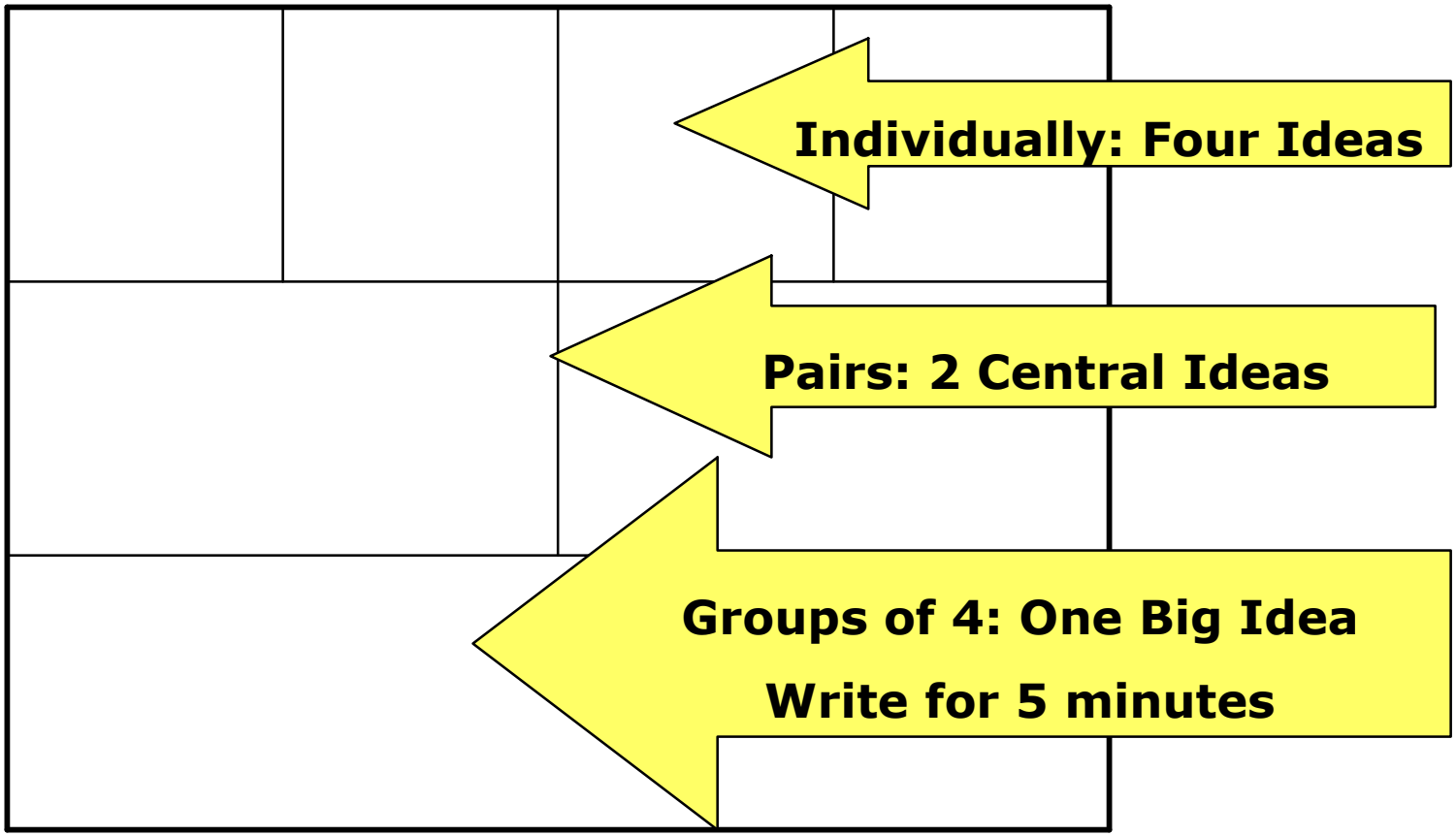
4-2-1 Free Write



Source: Silver & Strong, 2001, "Tools for Promoting Active, In-depth, Learning."